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Elija un elemento.

Developing vocabulary retention through translanguaging in a task-based-oriented classroom

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Resumen:

A pesar de los enfoques más aclamados de la actualidad, que fomentan el uso de la lengua extranjera (L2) sobre la lengua materna (L1), el translenguaje ofrece un enfoque fascinante para la enseñanza de idiomas. Esta investigación tuvo el propósito de analizar cómo el translenguaje en la instrucción basada en tareas ayuda al desarrollo de la retención del vocabulario en inglés de los estudiantes. Los investigadores basaron este estudio en investigación-acción exploratoria y trabajaron con un enfoque cualitativo. También se utilizaron fichas de observación y protocolos de entrevista como instrumentos de esta investigación para la recolección de los datos. Este estudio se realizó dentro de una escuela fiscomisional ubicada en la ciudad de Azogues, Ecuador. El enfoque del estudio estaba en la clase de cuarto grado compuesta por 28 estudiantes. Dado que los investigadores se centraron en las cuatro habilidades del inglés: writing, reading, listening y speaking, los estudiantes encontraron la oportunidad de experimentar el translingüismo de diferentes maneras a través de lecciones basadas en tareas. Los resultados mostraron que los estudiantes se sienten más animados a retener un vocabulario objetivo a través de sus L1, ya que lo usan como una herramienta para dar sentido. Además, los investigadores también encontraron a través de entrevistas que los estudiantes pensaban que el español era esencial cuando los investigadores usaban el translenguaje en sus clases basadas en tareas. Esta tesis, teniendo en cuenta los comentarios de los estudiantes y las observaciones de los investigadores, fomenta el uso de L1 como una herramienta dentro del aula de EFL con respecto al vocabulario, ya que ayuda a los estudiantes a reconocer el valor de sus lenguas maternas y atender sus antecedentes lingüísticos.

- **Palabras claves:** Translenguaje, Vocabulario, Retención, Traducción, Code-switching

Abstract:

Despite today's more acclaimed approaches, which encourage the use of the target language(L2) over the mother tongue (L1), translanguaging offers a fascinating approach towards language teaching. This research had the purpose of analysing how translanguaging in task-based instruction aid students' English vocabulary retention development. The researchers based this study on exploratory action research and worked with a qualitative approach. Observation sheets and interview protocols were also used as instruments of this research to gather the data. This study was conducted within a semi-private school located in Azogues City, Ecuador. The focus of the study was on the 4th-grade class comprising 28 students. Since the researchers focused on the four English skills: writing, reading, listening, and speaking, students found a chance to experience translanguaging in different ways through task-based lessons. The results showed that students feel more encouraged to retain a target vocabulary through their L1s since they use it as a making-sense tool. Additionally, the researchers also found through interviews that students thought Spanish was essential when researchers used translanguaging in their task-based classes. This thesis, considering students' feedback and the researchers' observations, encourages the use of L1 as a tool within the EFL classroom regarding vocabulary since it helps students by recognizing the value of their mother tongues and catering for their linguistic backgrounds.

Keywords: Translanguaging, Vocabulary, Retention, Translation, Code-switching

Índice del Trabajo

1. Introduction	7
Research questions	8
<i>Main Research Question:</i>	8
<i>Sub questions:</i>	9
3. Objectives	9
<i>General objective:</i>	9
<i>Specific objectives:</i>	9
3. Literature review	9
Methodology	25
Paradigm	26
Type of research	27
Research method	27
Techniques and instruments for data collection	29
<i>Interview protocol.</i>	30
<i>Observation sheets.</i>	31
Participants	31
Steps	33
Implementation proposal	35
Exploration.	37
1.- <i>Plan to explore.</i>	37
2.- <i>Explore</i>	38
3.- <i>Analyse and reflect</i>	41
Action	50
1.- <i>Plan to change.</i>	50
<i>Act, observe and reflect.</i>	51
Interviews	61
1- <i>Translanguaging as a making sense tool which gives confidence to students.</i>	62

2- <i>Students' vocabulary retention difficulties during the implementation of translanguaging.</i>	64
3- <i>Students' vocabulary retention strengths during the implementation of translanguaging.</i>	65
4- <i>Practices of translanguaging present during the implementation of translanguaging.</i>	66
Conclusions and recommendations	67
References	70
Template: Validation of the Instrument by Experts.....	75
Template: Validation of the Instrument by Experts.	79
Implementation proposal	115

Índice de figuras

Figure 1	37
Figure 2	62

Índice de tablas

Table 1	30
Table 2	38
Table 3	41
Table 4	43
Table 5	44
Table 6	47
Table 7	48
Table 8	53
Table 9	54
Table 10	56
Table 11	58

1. Introduction

There are different skills and areas where English language learning can be explored. One of them is the development of English vocabulary and its retention in learners. There are several ways in which vocabulary can be taught and practised. However, the goal for most of these specific tasks and strategies in the EFL teaching practice is for learners to use the language presented to them in the target language. Nevertheless, new approaches towards language acquisition are taking place in the EFL teaching-learning process; such is the case of translanguaging.

In Ecuador, English is taught as a foreign language. Following the Ecuadorian EFL curriculum (2016) guidelines, Communicative Language Teaching, or CLT, is the approach that emphasises English language learning (p.3). Therefore, when planning activities, it is common to use English or L2 as the primary language for instruction. CLT was proposed by Hymes (1972), and it aims towards communication in effective ways (Lindsay & Knight, 2006). Nevertheless, in CLT, experts like Richards (2005) suggest that one way of instruction is Task-Based Learning.

The present study takes place in a semi-private school in the city of Azogues. For this research study, a classroom of 4th grade has been chosen to be the base of the investigation. The class is composed of 28 eight-to-nine-year-old students that are instructed at an A1 English level. As for their English language learning, they count on an English teacher who follows the Ecuadorian EFL curriculum and is imposed to teach English under the school method, which is conceptual learning.

During teaching practice, there was a constant issue that resonated with students struggling to retain and develop their English vocabulary. Whilst observing the class, students often use their native tongue: Spanish, to comply with English tasks completion. Although Cummins (1979) showed that using only L2 for

instruction helped in English proficiency, there are times when students would copy or ask classmates about the words or themes presented to them. The latter action was repeated when students were required to use the vocabulary taught in specific tasks. Since CLT requires using L2 in a real-life context, students struggle to use this feature due to a lack of vocabulary retention.

In recent studies, however, the use of L1 in the EFL classroom is being encouraged. Garcia and Li (2014) say that L1 is what motors L2 (p.9). According to Garcia (2009), students use their L1 as for making sense of meaning through translanguaging (p.9). Translanguaging emerged in the 1980s in Wales (Lewis et al. 2012). It is an educational practice that Creese and Blackledge (2010) declare that both languages are needed simultaneously to convey information (p.11). In TBL, for example, tasks compose the lessons; hence, the need to consider students' abilities and usage of the language within the tasks.

In this context, Aoyama (2020) explains that contextualized Task based learning (TBL) in EFL classrooms would be the first step to thinking about good practices and scaffolding in helping students with what he calls side-tracking or spontaneous L1. Therefore, the importance of this study aims to integrate translanguaging in the EFL classroom to research the process in which students aid their vocabulary learning using their L1 in TBL-oriented lessons. And to look deeper into the gap in constructing an environment where students practice self-scaffolding in English language learning.

2 Research questions

Main Research Question:

How does translanguaging in task-based instruction aid students' English vocabulary retention development?

1. What are the students' perceptions about translanguaging practices on vocabulary development throughout task-based instruction?
2. How does translanguaging practices adapt to students' English vocabulary retention development in task-based instruction?

3. Objectives

General objective:

To analyse how translanguaging in task-based instruction aid students' English vocabulary development.

Specific objectives:

1. To describe the students' perceptions about translanguaging practices on vocabulary development throughout task-based instruction.
2. To identify how translanguaging practices adapt to students' English vocabulary retention development.

4. Literature review

Antecedents

Language learning based on translanguaging has been of great interest and research in recent years. Experts have constantly presented the latest data about improving language learning, focusing on the importance of task-based instruction (TBI). Language acquisition is a complex process that involves various factors, including the teaching methodology used.

The first study to look at is Aoyama Ryosuke. Aoyama's study (2020) analysed the results of allowing the use of a Japanese group's mother tongue (L2) in an English task instruction-oriented class (L2). In the study, which consisted of 190 participants, he discusses the essential role of including mechanics such as side-tracking for supporting students' A2 acquisition. As for the process, it falls under a mixed-method research approach that uses qualitative and quantitative data. By the end of the study Aoyama found nuances and reasons for students' L1 as five salient speech functions of students' L1. In the end, the study concludes with the unique communication opportunities that bring the layer of translanguaging, and it also provides recommendations for pursuing communicative language teaching and translanguaging in an EFL classroom.

The result of this study contributes to the current one because it provides insights about the opportunities and in what moments students use translanguaging strategies towards L2 learning. It showed that students expressed their need to use Japanese (L1) to develop more proficiency with their L2. It can be said that this study shows the importance that L1 takes when students try to make sense of the L2 they are acquiring.

Additionally, the second significant study of Acosta and Cajas (2018) talk about communicative language teaching (CLT). Its use is widely encouraged by the Ministry of Education in EFL classes, and English teachers are encouraged to use L2 as the primary language for task-based instruction. It is because the aim is to ensure that the target language is always present during the learning process. However, despite the widespread use of the CLT method, Acosta and Cajas (2018) found that it is often used incorrectly by teachers who try to ensure its use in teaching EFL (p.9). It gives place to consider using students' L1 within the Ecuadorean EFL classrooms. The study, which falls under a survey design, was composed of 65 teachers. The quantitative study showed that teachers did not often use resources on pronunciation activities, direction-oriented tasks and translation using Spanish. Hence, too much dependence on these resources influences

teacher interaction with students and also diminishes the role of the teacher as the frontline source of language use especially when audio materials and worksheets replace the teacher's voice.

This study helps to have a better understanding of what tasks are used to target the use of L2 and what resources can be implemented within. In many instances, this study showed that teachers trying to encourage the L2 over the L1 end up with over-dependence on other language resources instead of providing students with a tool they are already familiar with: translanguaging. Aside from that, this study shows that in the Ecuadorean context, students may still need to rely on their L1 before the complete prioritization of L2.

Lastly, Feller (2020) suggested that L1 can be used in EFL classes for communication and teaching content (p. 10). This qualitative study, which follows a case study design, was implemented with two teachers and eighteen children, 11 boys and 7 girls. Additionally, the study concludes that effective scaffolding strategies in the students' L1 were identified that contributed to pupils' bilingual development. This study added to the field of translanguaging and has implications for educators in EFL classrooms.

The study contributes significantly to this paper's objectives fulfilment since it provides a clear idea of what strategies can be incorporated in an EFL classroom that is effective towards bilingualism or the development of the L2 language. 27 strategies were used by teachers and students when learning English: it is essential to point out that translanguaging was the base for such and an asset in the EFL classroom. It is pertinent to say this study has been based on the usefulness translanguaging can have within an EFL as in this study.

Theoretical framework

The appliance of several strategies for educating students in the language field has been quietly diverse through time, including many approaches to understanding how they learn and understand the target language.

However, in this thesis the researchers aim to know the fruitfulness and the results of the translanguaging approach implementation towards the development of vocabulary within task-based instruction. In the national context, some educational entities such as MinEduc (2016) have highlighted the essential role their curriculum has in creating an inclusive environment in which all students can learn based on their L1 (p. 2).

In many instances, the management of the students' L1 (Spanish) class tasks together with their L2 (English) tasks may represent several challenges in the Ecuadorean context. For that reason, while many government documents and articles state the relevance of keeping the L2 use over the L1 for ensuring a general focus for all students, there are others that explore the advantages of using their L1 as a resource for helping learners understand the target language accurately.

When reviewing and looking for literature, the researchers could count on several sources to rely upon; there were many opportunities to find supporting findings for the translanguaging approach, and there is a clear view of what will be discussed already.

First, the researchers forecast to discuss the background regarding the L1 presence within the classroom. Second, an overview of what Translanguaging is from the point of view of students' repertoire is something expected to have. Third, the researchers aim to show how different authors have approached the use of translanguaging as a learning approach. Fourth, Aoyama (2020), an author that helped the researchers understand how translanguaging worked as a side-tracking aid for students, will play an essential role in this section. Fifth, the perceptions about the use of the students' L1. Sixth, there is a section which will discuss the task-based learning and its relevance for this research. Lastly, a quick revision of the teaching of vocabulary throughout translanguaging will be seen.

For that reason, the present literature review will focus on knowing more about the translanguaging approach, which allows students to use their L1 to achieve proficiency in their L2 in a task-based classroom.

Background regarding the L1 presence within the classroom.

Regarding the task-based instruction aspect, many other authors have shed light on the appliance of translanguaging strategies when doing tasks. First, on many occasions, task-based instruction has worked as perfect class support when teachers try to develop student's English skills; as Ruso (1999) stated: "TBL was helpful in students' motivation and learning" (p. 13). Whenever a teacher would get their students working in situational scenarios, it was more manageable throughout tasks; however, what happens when translanguaging gets into the equation and changes the game rules?

The over-prioritization of the target language or L2 would get the students overwhelmed, as they need to base their new linguistic acquisition on the knowledge, they already are familiar with and confident. If we get to discuss the aspect of having a solid base in which students can feel sound to develop vocabulary, in the case of this study, Rios and Campos (2013) explored side-tracking effects on an EFL classroom (p. 13). It can be defined as the capacity that non-native speakers have of deviate from of linguistic concepts in their brains between their L1 and L2 to achieve a more proficient output. According to the two authors, many traditionalist advocates defend that side-tracking is a sign of linguistic deficiencies.

However, they also found relevant information that showed that it was a strategy which helped learners to get more confident when interacting with their L2. Side-tracking takes part in translanguaging, and when it could function in a task-based class, it would help develop students' vocabulary skills, as in this thesis case.

Many experts are constantly presenting the latest data about improving language learning. In this matter, vocabulary in the target language takes a great part in the acquisition process. In Ecuador, for

example, the EFL curriculum MinEduc (2016) encourages a communicative approach as it aims for real language development. Hence, it is common that the Communicative Language Teaching (CLT) methodology is mostly used among teachers within the EFL classes context.

As a result, English teachers are encouraged to only use L2 as the, if not the only language, for task-based instruction since it aims to make sure the target language use is present at all costs. However, Acosta and Cajal (2018) found that even though the CLT method is widely preferred, it is used incorrectly by teachers who try to ensure its use in teaching EFL (p. 108). That is, in Ecuadorian EFL classrooms, L2 is prioritized over L1 aimlessly and without noticeable results or benefits for students. Now, it is worth highlighting that the negative results of CLT gave a reason to the researchers to purpose alternatives such as translanguaging.

Cummings (1980) believed that the use of L2 in task-based instruction helped in proficiency and vocabulary learning (p. 9). Also, experts like Ghobadi and Ghasemi (2015) argue that using L2 alone maximizes opportunities for exposure to L2 as its output. Provided this practice is encouraged within language learning activities, the use of L1 is slowly being banned in the classrooms leading to the exclusive use of L2.

Since in Ecuador, the CLT method is widely encouraged by the EFL curriculum, teachers always prioritize the presence of L2 within EFL classrooms throughout the country while the L1 loses its protagonism. Essentially Ghobadi and Ghasemi (2015) presented findings that showed relevant data regarding how people think about relying on the student's L1. The perceptions regarding the use of the students' L1 have changed during the last decades, and nowadays, teachers are more open-minded regarding the use of approaches that, in the past, were thought to be impediments to developing students' L2 adequately (p.8). In many instances, L1 has shown to be an efficient means by which students can get to feel more comfortable in an EFL classroom.

Additionally, Chalá et al. (2021) have shown a favourable translanguaging effect in the Ecuadorian educative context. They remarked that even when students were coaxed by the idea that the L1 presence diminishes the students' chances to learn, they could take advantage of its use; yet, students must have limits for when to use their L1. With all this in mind, it is worth to be highlighted that using translanguaging could be an essential asset in Ecuador's English language teaching.

Translanguaging and students' repertoire.

There are pedagogies that involve and take advantage of L1 use. Such is the case of translanguaging. According to Garcia (2009), the language learning process should be focused on respecting students' repertoire (p. 9-10). A student's repertoire is all that composes the language itself within the student's abilities. Contemporarily, Garcia (2009) refers to one's full use of language sources to make sense of the meaning and communication itself (p. 8). And in regard to educational purposes, it can be applied in language teaching since it is viewed as students interacting in both languages within a whole system.

For scholars like Cummins (1979) explain that the interaction mentioned above occurs in two different perceptions. Whilst it is believed that students use both languages separately to interact, it involves the proficient use of resources; these resources are promoted through the language skills competencies: reading, speaking, writing and listening (Cummins, 1979, p.10). Thus, students' repertoire is linked to their use of either language for meaning and understanding. The students' repertoire and translanguaging are related in such a way they both play an essential role in helping learners make sense of a target language.

Use of Translanguaging as a language approach.

Furthermore, translanguaging can be used as a language approach. Bygate (2016) states that task-based instruction, as it is known, always involves the use of target language through interaction with real-life language (p. 20). By doing so, the researchers get to encourage what Krashen (1985) discusses in his input theory, where it is believed that input in L2 will then generate an output eventually (p. 409). By way of

illustration, it helps to develop and construct a language proficiency level by exposing students to the language to be learned.

Nevertheless, it may imply a concern for timetables in which English language levels in public schools happen as they need to meet the desired English level in the MinEduc EFL curriculum (2016) depending on their school year (p. 8). Using translanguaging as an approach can aid students' vocabulary development due to its main function, which is to make use of students' abilities and strengths in language at their convenience.

Translanguaging may give room for a broader and more comfortable environment for students to develop their skills; this can concern the vocabulary development this thesis proposes. Additionally, translanguaging aims to facilitate learning as it does not deprive students of using their native tongue but exploring meaning within their making-sense process.

Now, the term translanguaging was first coined by Cen Williams to reference the idea of pedagogical practices where Welsh and English were used on a daily basis. (Williams C. , 1994). The word translanguaging summarises the classroom practices that comprehend students using two languages within the classroom. However, post studies from scholars such as Lewis et al. (2012) clarify that translanguaging is the action of using a language to reinforce another so that it increases understanding in the learner's activities within both languages (p.12).

As for a language approach, translanguaging proposes a more so-called innovative way of acquiring a language in the classroom. That is why Ofelia Garcia (2009) defined translanguaging as a way to access linguistic resources (p. 8). This is because, in this action, both languages are seen as part of a learner's repertoire for it maximises communication. Even though the term is more used for multilingual and bilingual contexts, there are many ways in which translanguaging can be applied in an EFL context.

Since translanguaging has become a resource in the classroom for bilingual education, some scholars like Williams and Tang (2020) say that using translanguaging in teaching is not considered something deficient as a teacher or as a student. But instead, it is a careful approach to use whenever needed in situations that may be suited.

In the case of Ecuador, Spanish is their first language. Translanguaging takes part in being the approach of instruction for students. By using Spanish or L1 in their instruction, teachers can accommodate a better environment where students feel secure in using other resources of this approach that can be led to maximise their abilities in the language.

Dimensions of translanguaging.

Although the term is most used in bilingual and multilingual contexts, there is remarkable value in ESL and EFL classrooms. It should be understood that the practice was initially thought to be code-switching. Aoyama (2020) talks about students' side-tracking in language learning (p. 8). It refers to the spontaneous use of students' mother tongue as a system to acquire knowledge and meaning.

Therefore, the code-switching approach is referred to in bilingual and multilingual contexts as a making sense tool, which serves students' language understanding and allows them to have an alternative for understanding and acquiring a language taking as reference the main track, which is the target language: English. Here, students seem to use their repertoire on needed and specific occasions. Thus, the making-sense process is directly connected to communicative skills.

However, one worth highlighting aspect to consider is that translanguaging is at wider scale than code-switching pedagogy regarding the learning process. Code-switching refers to one's preservation of language bits, whilst translanguaging refers to one's internalized use of broken bits that are used to connect and assimilate information (García & Li Wei, 2014; Otheguy, García, & Reid, 2015). The clarification of these

two terms is needed, in fact, as their purposes or uses are implemented as different practices in language acquisition.

Even when García and Wei (2014) stated that translanguaging is not coined to replace other terms such as Code-switching, it takes the place of an additional concept to be considered in EFL classrooms (p. 9). When it comes to students relying upon their L1, they can have a base of reliability to establish their understanding.

Nonetheless, they also emphasised the challenges to be faced when implementing translanguaging, suggesting that it may represent problems for a teacher that is not familiar with one or more students' L1s. It particularly stands out in the Ecuadorean context, where a teacher can find it problematic to manage a multilingual classroom where one could encounter more than one L1 MinEduc (2016). Such inconveniences may represent obstacles to helping students side-tracking when learning English and developing vocabulary in a classroom context where most students use their L1s.

With that in mind, it must be highlighted that other factors allow translanguaging to be used and help students switch between their L1s and L2s. Aoyama (2020) showed many factors which permit students to side-track, understand and contrast their mother tongue knowledge and the target language: affectivity, peer influence, and task arrangement (p.9). He also expressed that a teacher who fails to consider such factors and demands students to use their recently learned L2 will not thrive with Translanguaging. It may turn into a negative experience for students resulting in a depersonalizing experience when a teacher only answers their concerns in a barely understood L2; consequently, this could result in affective factors mitigation by students.

Translation as a translanguaging technique

Translanguaging is a pedagogical practice that has become quite popular in the English Language Teaching (ELT) area. Its core concept revolves around using the learners' mother tongue to negotiate

linguistic aspects in the target language (Wei & Lin, 2019), which means that the teacher takes advantage of the prior linguistic knowledge to understand better the foreign language being studied. This practice includes all four macro skills and can also extend to vocabulary learning. In studies like the ones conducted by Sahib (2019) and Berlianti and Pradita (2021), it is shown that translanguaging can be a useful aid in the vocabulary learning process since it connects the learner's previous knowledge and provides them with a safe environment to use it since they perceive the learning environment as flexible and safe.

Despite having plenty of recent studies about the use of translanguaging in the EFL classroom, not many focus on the process of vocabulary learning, and even less take place in Spanish-speaking countries like Ecuador. Most of the research done on translanguaging focuses on opinions and attitudes rather than on its actual application, therefore, the need to carry out research about how this practice is conducted in the different language skills and its results becomes highly important if this practice wants to be introduced to more local teachers.

Perceptions regarding a classroom that works with translanguaging.

Although several pieces of evidence regarding the benefits of using the students' L1 have been brought into the scene, it is still a problematic matter whenever educators want to integrate L1 into their lessons. In the Ecuadorean context, for example, researchers like Chalá et al. (2021) have found that when students have permission to use Spanish, they show notorious improvement with a better group performance in group work activities (p. 97). Students get to be more confident explaining what they understood to their classmates, and this helps them perform better; translanguaging creates an interactive environment instead of isolated and awkward interactions between students.

Nevertheless, what is problematic is that some teachers find it difficult to leave the ideology that the students' L1 impedes language acquisition within an EFL classroom. Few articles depict such a mindset as

Shabir's (2017), who showed how teachers from different nationalities perceived that using the students' L1 should be as limited as possible, only rescuing a few practical things from its use (p. 50). Unlike Chalá et al. (2021) findings about its advantages in the Ecuadorean context, Shabir's (2017) showed what teachers think about it. However, both highlight its usefulness in teaching grammar, group work, class instructions, and classroom management.

Task-based learning and meaningful scenarios.

Since task-based instruction (TBI) aims to develop the target language in a real-life situational context, it is widely accepted that Translanguaging places a vital role in such activities. What the Translanguaging pedagogy aims for is that it functions as a scaffolding system, whereas L1 represents the meaning-making tool. With that in mind, some authors like Littlewood (2004) can define TBI as a group of communicative activities that involve a product and communication (p. 320). The same author defined it with three stages: Pre-task, task, and report.

Sevy-Biloon (2020), in the study of Factors Affecting English Language Teaching in Public Schools in Ecuador, discussed that the use of L1 is controversial as it takes place in both variants (p. 12). It is used in specific and necessary instances to aid the English teaching and learning process, as well as it would represent interference. Though its use is common and more realistic to always use English in an EFL classroom, translanguaging practices aim to attend to the need for vocabulary development.

With it in mind, the researchers facilitate the assimilation of content to students. Moreover, researchers as Garcia (2009) suggest that without a correct understanding of concepts, language acquisition is non-existent. It is because what is expected from students is to make a relationship within the L2 vocabulary and their making sense process in L1 (p. 9). Since Translanguaging aims to the needs of vocabulary development

where students are not deprived of their L1 use for understanding the target language, it searches for its acquisition in authentic scenes.

Du (2017), in his study, established the relevance of the authentic scenes in TBL highlighting the room they make for language acquisition; it helps students acquire languages in a more relaxed environment (p. 9). Language and communication have better improvement when Translanguaging acts together with authentic scene-related activities.

Language acquisition through meaningful scenarios in which students can feel more involved in vocabulary development is something to consider and to have in the teaching and learning context. Additionally, many participants in the previously mentioned Sevy-Biloon's et al. (2020) study expressed the essential component the L1 represents in an EFL or ESL class, and many of them said it was fundamental to include it (p. 12). Regarding this, Translanguaging and situational scenarios can merge and turn into positive opportunities for language acquisition with a high emphasis on vocabulary development. Students can find better opportunities to engage in class activities by interacting either by playing games, interacting with multimedia, or creating stories.

Sevy Biloon's study also showed that many teachers expressed that L1 was fundamental when explaining complex aspects of the language as grammar, pragmatics, semantics, etc. They declared that Translanguaging was undoubtedly necessary for teaching more technical aspects of language; the L1 inclusion was a pivotal factor in helping students understand how L2 was structured in contrast with their mother tongue. Such findings were quite remarkable for understanding the implications the students' L1 can have when teaching and learning in an EFL class.

The vocabulary acquisition can be supported by other findings, such as the ones Du (2017) discovered in a study that showed that situational scenarios strengthened the students' group participation in classwork (p. 12). Translanguaging can be involved with such aspects previously mentioned since it also contemplates exchange within the task-based instruction process. With all that in mind, it can be said that from those authors' perspectives, translanguaging can also be seen as a complementary asset to situational scenarios within task-based instruction.

In situational scenarios planned to work in a translanguaging classroom setting, it is common to see students developing confidence and self-awareness of the target language; additionally, many authors have shown its influence on students' language skills development. Hwang et al. (2014) showed the efficient role the situational scenarios classroom appliance had on an EFL classroom in which students' linguistic development was evident (p. 19). With this additional theoretical support, it is worth saying that a translanguaging classroom based on such situational activities would be a perfect place for L1 to be used.

Also, Sevy-Biloon et al. (2014) study stated back then that the use of students' L1 was suitable for their learning and even recommended in cases where students' output need more development; students felt limited by only using a single language during the class was like purposefully disregarding their true potential and prior knowledge. It is worth highlighting how situational scenarios and translanguaging could function together as a solid foundation for students' vocabulary development; additionally, it would create rapport with the students and allow them to interact and develop better during the class activities.

Teaching vocabulary as a receptive process.

Integrating the four skills in the foreign language class is not a new trend in language education. Nonetheless, the role that this integration has in vocabulary learning has not been truly explored. Research conducted on this trend explores how receptive skills contribute to vocabulary acquisition, in other words,

how reading and listening contribute to the process (Munir, 2016; Arvizu, 2020, 2020; Fatahhela et al., (2022).

However, the role that productive skills have in vocabulary learning is not explored in depth. This may not be seen as a constraint, but it shows that vocabulary learning is seen as a receptive process rather than an integrated learning. Vocabulary is still considered a set of words and phrases that is first acquired and then practiced, instead of knowledge that is acquired through practice.

Teaching EFL vocabulary

The teaching of vocabulary is one of the most crucial aspects of any language course. The major reason is that it is a medium that conveys meaning; to master a language, one must learn to comprehend and communicate the meaning. Recently, vocabulary instruction has received more attention, in part due to "the development of new approaches to language teaching, which are considerably more 'word-centred'."

(Thornbury, 2004, p.8).

According to some experts, introducing vocabulary skills that children can learn and use will help them recall more information. For instance, Gu and Johnson (1996) recognized metacognitive, cognitive, memory, and activation techniques as the four fundamental categories of language learning processes (p.9). With the use of self-initiation strategies and selective attention techniques, learners can use several metacognitive techniques to define a word's meaning and uncover comprehension-enhancing keywords.

The three types of cognitive techniques include guessing, using dictionaries, and taking notes. When using guessing tactics, the learners depend on their past knowledge or linguistic resources. Then, by dissecting the word into its constituent roots and affixes or by inferring it from context, the students can deduce the meaning of the word. Students that use note-taking strategies can recall the meaning of the term and its collocation. The third type of memory strategies includes rehearsal techniques like using word lists and

repetition as well as encoding techniques include connecting a word's meaning with imagery, visual or auditory encoding, or using word structure, such as words and affixes.

Activation approaches, on the other hand, allow students to use freshly learnt words in a variety of contexts, like by including the word in a phrase. We can refer to the memory strategies that call for students to apply memorizations for the study's purposes. Due to their mental processing, pupils tend to retain more knowledge while using word lists (Schmitt, 1997).

According to Schmitt (2000), grouping or imagery are the greatest ways to use mnemonic strategies, which are mental or memory techniques. Students can learn concepts more effectively by grouping words whenever they use those concepts in practice (Thornbury (2004) , p. 24). Regarding vocabulary learning, the researchers took into account the statement made by Brown et al. (1983, as reported in O'malley & Chamot 1990, p. 150) that adult learners employ rehearsal as well, but with "active, systematic, elaborative techniques." Therefore, the user's age may have an impact on the technique they choose.

Consequently, for carrying on the literature review in this thesis, the researchers have reviewed seven aspects concerning task-based instruction practices in translanguaging classrooms and vocabulary sources: the Ecuadorean background regarding L1's use, translanguaging and students' repertoire, translanguaging as a learning approach, translanguaging and side-tracking, and translanguaging and situational scenarios and vocabulary teaching. Although the current literature shows many remarkable findings regarding the use of L2, this thesis focused on remarking on different dimensions of how translanguaging can help students develop vocabulary using students' L1 as a foundation.

While the most relevant literature sources functioned as support for showing the relevance of translanguaging and developing English vocabulary in task-based instruction, other sources helped to know

the background context of Ecuadorian schools only using L2. In Ecuador, it showed to be a constant which could be found being misused by teachers in many instances. What emerged from the literature review was that translanguaging has shown to be a necessary implementation in the Ecuadorian educational field, where L2 is prioritized over L1, which can serve as an understanding tool to mediate between both. With Translanguaging used as a learning approach, students' repertoire can take place to help them learn new vocabulary in class; such an understanding tool can be conceived as an aid to students who approach the language using their L1 side-tracking.

All the findings above can help us answer the main research question, which looks for an answer regarding translanguaging influence on vocabulary development in task-based instruction. In the future, when working on the translanguaging implementation for this study, the researchers will rely on the current literature to structure lessons in which translanguaging is broadly used and allows students to have access to their L1, taking away the L1 deprivation present in many EFL educational contexts in Ecuador's educational system.

5. Methodology

Regarding the methodology employed in this study, there was a consensus of explaining this section in six parts: the paradigm, the type of research, the research method, the techniques and instruments, the participants, and the steps. The paradigm can be defined, according to (Ulz, 2023), as the foundation that guides all aspects of one research plan, including the study's aim, research question, tools, and analysis methods.

For this research, the researchers opted for qualitative type of research. This approach involves a naturalistic inquiry aimed at gaining a comprehensive understanding of social phenomena (Utah, n.d). Moreover, as a research method there is action research; a research method is about a researcher's systematic approach to designing a study that will yield valid and reliable results in addressing research aims, objectives,

and questions (Jansen, 2023). There is going to be a more detailed exploration of each of the above-mentioned aspects to know how the problem of the study was approached and closely explored through the chosen instruments.

Paradigm

In the following section, the term paradigm will refer to any coherent set of ontological, epistemic, or methodological assumptions, claims, or beliefs concerning social inquiry (Kuhn, 1962, p.41). The thesis' objectives, participants and theoretical framework are the ones leading the researchers to the employment of the constructivist paradigm. As a result, several circumstances influenced the researchers' choice of paradigm. In the following section, there is going to be an explanation of the reasons behind the use of constructivism in the field of students' vocabulary development using translanguaging in the classroom.

Now, to define the constructivist paradigm, paraphrasing Honebein's (1996, p.11) words: he describes it as the knowledge and experience that people acquire during their lives and how they reflect on them. In this case, researchers relied on the constructs and qualitative data of the participants provided and helped them address the problems found within the EFL classroom context. Most of the time, researchers found themselves immersed in situations that required them to understand and inquire about the students' experiences regarding developing and producing vocabulary with and without their L1s.

Based on this study context, the researchers used constructivism because they aimed to investigate the qualitative background behind the students' thoughts about the implementation of translanguaging throughout tasks. For that reason, the study falls under the mentioned approach since it followed and searched to rely on participants' constructs and based on that, the cycle of action research to find an improvement for an issue within an EFL classroom.

Type of research

Regarding the qualitative type of research role in action research, there is a close relationship with the process, which is typically explored in constructivism. When researchers were applying their approach to the classroom problem, they found it necessary to use and rely on social constructs to get closer to the result of the appliance of translanguaging to develop vocabulary through several tasks assigned.

Qualitative research involves a naturalistic inquiry approach aimed at gaining a comprehensive understanding of social phenomena in their natural environment (Utah, n.d). For this thesis, it was necessary to understand the problems students were experiencing with vocabulary retention and comprehend their processes of developing it through translanguaging.

Research method

To introduce the section on action research in education, the researchers have included examples of how action research has been used to improve teaching and learning and a methodological explanation of how it works. As mentioned, action research relies on different qualitative sources, which resulted suitable to the study's aims and objectives to know about vocabulary development in a translanguaging-based classroom. Cohen and colleagues (Cohen et al., 2020, p. 297) define action research as an approach that is meant to bring improvement and innovation; additionally, a systematic practice that combines acting and reflecting on classroom practices. It brings light to the reader to understand how the study has been structured and the explanations seen further.

Cohen et al. (2020, p.299) also added that action research shows the potential to support the learning of an entire community of students; it also demonstrated to be helpful for teachers in making changes to reflect on their classroom practices. For this research, action research showed to be adequate for the researchers' purposes and objectives since it follows a process which looks for the above-mentioned

systematic improvement of classroom practices. Moreover, the researchers considered it an attainable way to change or solve the problems students had regarding vocabulary production since the units in the textbooks employed at their school are essentially structured around key vocabulary. The vocabulary was essential as they fill their textbooks since grammatical structures and phonetics are explained throughout such vocabulary.

Following Cohen et al. (2020, p.304) insights, another key benefit of action research is that it is a flexible approach that can be adapted to different contexts and situations. It can be used in a variety of educational settings, from elementary schools to universities, and can be applied to different subject areas and disciplines. Due to its flexibility the researchers found it more feasible for the context in which this study takes place.

Furthermore, action research can lead to a more participatory approach to education due to its principle of free flow of information proposed by Cohen et al. (2020, p311). on their book “Research Methods”. Involving teachers, students, and other stakeholders in the research process helped the researchers to create a more participative and collaborative learning environment. This can be particularly important in the Ecuadorean EFL classroom where this study takes place. The different perspectives and experiences of the students can enrich the research process and promote a deeper understanding of teaching and learning practices.

Lately, it is worth remarking that Action Research is characterized to be reflective at all its stages as the researchers is also part of the research context (Cohen et al. 2020, p. 310). That is, by engaging in a cyclical process of planning, acting, observing, and reflecting, the researchers could develop a more evidence-based approach to teaching and learning. They could also use their findings to inform their practice and make more informed decisions about their instructional practices.

To sum up, action research was a valuable tool for improving teaching and learning in education. It provided a structured and collaborative approach to investigating specific educational issues and could lead to meaningful and lasting improvements in teaching and learning practices. Involving teachers, students, and other stakeholders in the research process could also promote a more inclusive and democratic approach to education. As such, action research was an important approach for the researchers to consider when seeking to improve the acquisition of vocabulary of the 4th grade students in which this thesis focused on.

Techniques and instruments for data collection

After the analysis and contrast of other similar and previous studies related to the researchers' aims, there was a consensus on what methods and instruments employ to achieve them; as a result, two different qualitative instruments were chosen to support the study basis. According to the research question, it was found that the employment of observations and interviews would be more suitable than focus group discussions or any other qualitative alternative to gathering data. It is worth saying that the chosen paradigm for this study aimed to explore how the vocabulary acquisition process took place. Finding coherence with the literature review, research questions, and objectives was a must at this point of the research project.

As a result of the methodological choice, researchers relied on two kinds of instruments: interview protocols and observation sheets. Due to the qualitative nature of action research, there was a practical use for the data gathered when analysing and interpreting data. Firstly, the interview answers had a thematic analysis defined by Clarke & Braun (2015) as "a method for identifying, analysing and interpreting patterns of meaning (themes) within qualitative data" (p. 1). Thus, it helped to find what respondents had to say about implementing activities throughout translanguaging. Secondly, the observation data applied during the pre-

and post-implementation stage supported the experiences and behaviours witnessed within the translanguaging-based classroom.

Note. As table 1 shows, both instruments mentioned above serve a purpose for achieving this research's objectives.

Table 1

Instruments and their use to the study.

Objectives	Pre-implementation	Post-implementation
1. To describe the students' perceptions about translanguaging practices on vocabulary development throughout task-based instruction.		Semi-structured Interview protocol
2. To analyse how translanguaging practices adapt to students' English vocabulary development.	Semi-structured Observation sheet	Semi-structured Observation sheet

Interview protocol.

An essential component of the repertoire this study relied on is the semi-structured interview protocols which allowed the researchers to delve into the students' opinions regarding the classes. According to Dörnyei

(2007), semi-structured interviews should be flexible and help the interviewer to probe the interviewees' responses (p.1). Based on this, interview protocols were an asset to have a deeper and more personalized interaction with the respondents. Besides, they helped have more rapport with students by having more researcher-student interactions.

Observation sheets.

The observation sheets were essential for the study since they are the most reliable tool which covers both stages of the research. They were helpful when collecting students' interactions, attitudes and even knowledge related to English. Blandford's (2013) statements highlighted the fact that there is not a single way of carrying on observation in research. Thus, that led to the use of semi-structured protocols with a non-participative approach, as it allowed to witness the daily interactions of the class observed.

Participants

The participants of this study were students from the primary school level. This thesis' focus was to cover a wide range of students who required support in developing vocabulary. However, due to its versatile implementation and for specific purposes, the study aimed at students of primary instruction in 4th grade of EGB (Educación General Básica) as it showed potential to be useful to their vocabulary development within their level of instruction and expected outcome. Translanguaging offered an alternative to the usual approach of prioritizing the L2 over the students' L1.

For interview sampling, the researchers chose the simple random sampling technique. Simple random sampling was chosen as the interview sampling technique for this study. This involves selecting participants randomly from a larger population, ensuring that each individual has an equal chance of being selected. This method was chosen to reduce the risk of bias and to ensure that the sample was representative of the population being studied.

The school had a diverse student population, with students coming from different backgrounds and socio-economic levels. The researchers aimed to select participants who represented this diversity to ensure a comprehensive and representative sample. The school had a total of 28 students in the 4th grade of EGB, but only 7 were chosen.

The study included both male and female students, ranging in age from 8 to 9 years old. The researchers aimed to select participants who had Spanish as their native language, as the study focused on translanguaging as an alternative approach to language learning. Therefore, students who spoke Spanish were given priority.

The inclusion criteria for the study were that the students had to be enrolled in the 4th grade of EGB, be able to communicate in Spanish and require support in developing their vocabulary. After obtaining the school administration's consent, the researchers met with the students and their parents to explain the study's purpose and obtain their consent to participate. The students and their parents were informed of the study's voluntary nature and the researchers' assurance of confidentiality.

The seven students met the inclusion criteria and were selected to participate in the study. The participants were selected using simple random sampling to ensure that each student had an equal chance of being selected. The students were assigned random numbers from 1 to 7, and the researcher used a computer-generated program to select the participants. The interview protocol had seven open-ended questions structured in such a way that 4th graders could easily understand and answer.

There were two stages. In the first one, the researchers only applied non-participative observation and registered the students' outcomes and interactions in traditional vocabulary classes. In the second stage, the researchers applied translanguaging based on a task-based classroom.

As mentioned, the participants were observed before the intervention to see their current vocabulary levels. The observation sheets used consisted of a 3-section template with 15 questions. The observation protocol was divided into three sections: pre- while- and post-task, which contained all the stages of a daily class.

After the first stage, the group received the intervention, which consisted of a series of activities and exercises designed to promote vocabulary development through translanguaging. The post-interview was administered after the intervention to know the participants' experiences regarding vocabulary development. The semi-structured post-interview consisted of 5 questions. The post-interview was used to know the participants' perceptions contrasting their previous classes and the ones based on translanguaging.

Steps

1.- Plan to explore.

As a first step it was needed to see how the use of L1 and L2 was involved in this research. To start, exploratory questions allowed to see if the use of L1 took actual place in task-based instructions and how it functioned within students. As previously stated in the literature review, sometimes the use of L1 varies among people considering their levels of proficiency and ability.

2.- Explore

Since task-based instruction activities rely on real use of L2 predominantly, the researchers needed to consider students' behaviour within the language; that is, to understand how their behaviour was when they are asked to use L2 alone. For instance, with the help of primarily questions explained above, the researchers needed to see their reaction to using only the target language by observing (employing the semi-structured observation protocols) their use of language in activities. In this phase they saw how students responded to the activities and if L1 took place.

3.- *Analysis and reflection*

Once the researchers had the data from observations, they moved on to reflect on the result that observation and interviews provided. The analysis of the results led to planning a solution to the specific problem.

4.- *Plan to change.*

After defining and analysing the results, there were aspects to consider for implementing translanguaging in the classroom. Instead of encouraging students to speak in only one language, there should have been opportunities for students to assimilate new vocabulary within their meaning-making process. For example, activities where the use of scenarios or situations connects to the word's meaning. In addition, the use of L1 should have been free from manipulation as students may have needed. Nevertheless, As stated, translanguaging pedagogy aims and seeks to promote communication, therefore, it was necessary to mark vocabulary to be developed later on in the same context but emphasizing correct meaning in L1 to transfer it to L2 within the student's repertoire.

5.- *Act*

Students in the EFL classroom were exposed to situational activities in which specific vocabulary should have been used. The participants were exposed to task-based instruction activities in which there was freedom in interaction. The activity itself had to be carried out towards use of L1 within communication in L2. This was supposed to led to use and assimilation of the L2 meaning transferred from how students used it in their L1. Once the activity was finished, students shared their discussion in L2 alone.

6.- *Observe*

In this phase, the researchers paid attention to the output that students showed, as it allowed the researchers to see the functionality of the activity with the translanguaging strategy. This stage occurred at the same time as the act stage. Once they collected descriptive data, they alternated throughout the weeks to turn the descriptive ones into reflective notes, which allowed the researchers to see whether their efforts were thriving or not.

7.- Reflect

As the last step, the researchers reflected on the whole experience and contrasted their observations regarding translanguaging so they could know if it was effective; moreover, it was valuable to corroborate whether they accomplished the main objectives. All that process required to contrast and reflect on the results.

Implementation proposal

EFL teaching has many components; one of them is vocabulary. Although many techniques and strategies prioritize learning, others as translanguaging can help retain vocabulary in an EFL classroom. In recent years translanguaging, in its broad vision, represents a student's repertoire and ability to make a language make sense. That is, by implementing translanguaging practices, the languages used in class are used in a scaffolding sense. Feller (2020) suggested that L1 can be used in EFL classes for communication and teaching content (p. 10). In this sense, vocabulary learning can be easily retained by students when they are allowed to use it.

For this study, translanguaging is being applied in a TBL classroom setting throughout eight lessons or also called interactions. The beneficiaries of the activities specified will be 4th-grade students whose vocabulary production had been problematic in their daily lessons. Although TBL (task-based learning) is structured to use L2 at all times, for research purposes, there will be translanguaging practices involved. By

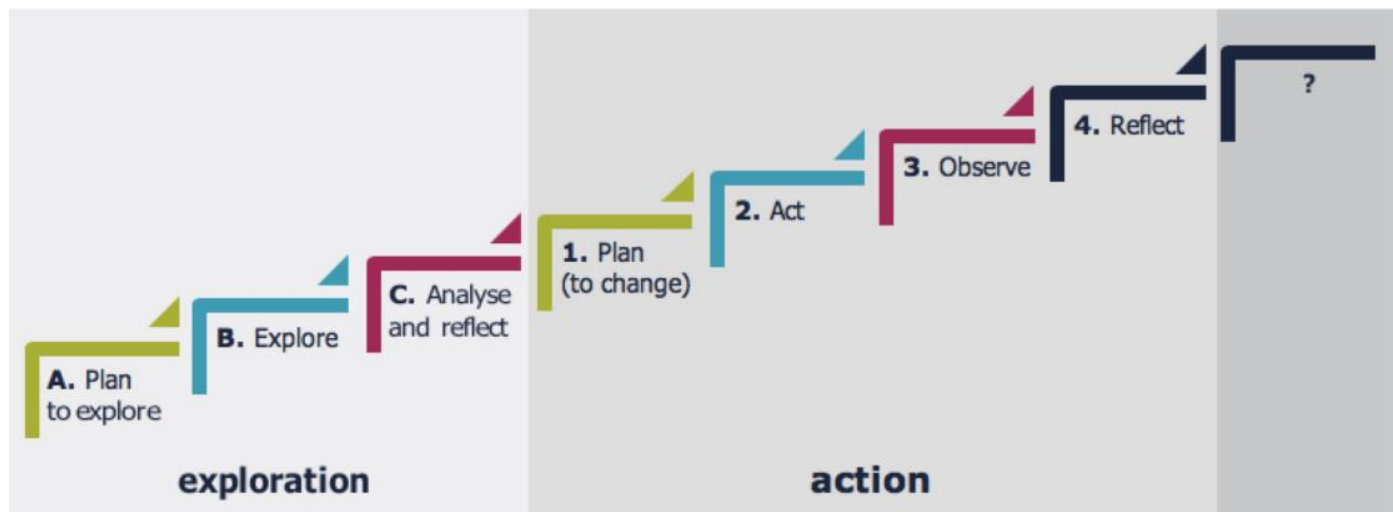
allowing students to use and focus their L1 at specific times, they can make use of their making sense tool (Garcia, 2014). Towards their English vocabulary retention and understanding. TBL represents a rigorously structured lesson, which concentrates on the use of vocabulary aiming for the development of learnt concepts. The approach helps to emphasize the learning of specific language usage. Therefore, by implementing translanguaging in a TBL classroom, there can be opportunities to foster the L1 and L2 connections whilst implementing the activities.

Translanguaging as the inevitable bridge to use both languages, L1 and L2, in the classroom can be seen as something good. By implementing translanguaging, there can be opportunities for students to be not afraid of the task whenever having to perform specific vocabulary learnt. By giving students the chance to use their L1 in the activities, the researchers could see that they are more aware of when and where to use their learnt words. It makes the task more interesting for them according to the observations.

6. Data analysis and results

In the following section, the data gathered will be highly relevant; additionally, the researchers will narrate the implementation of the action research process of translanguaging through TBL in a 4th graders classroom. As mentioned at the beginning of this thesis, the objective of this gathered data was to analyse how translanguaging in task-based instruction aid students' English vocabulary development. The researchers used two specific objectives to accomplish their purpose: describing students' perceptions of the translanguaging practices on vocabulary development throughout task-based instruction and how they use it for their English vocabulary development. The methodology was based on interviewing and observing, which materialized through observation sheets and interview protocols. The researchers relied on these tools for their analysis to achieve their goals. As figure 1 shows, the researchers followed a cycle of acting, observing and reflecting in which they applied translanguaging to help develop students' vocabulary retention.

Figure 1



The process of exploratory action research

Exploration.

1.- Plan to explore.

When the researchers started, they decided to observe the usual classes with no intervention of any approach proposed. The initial plan was to observe how students reacted towards using L1 in contrast to L2 in a regular class with their regular teacher. As a result, they came up with two instruments mentioned in previous sections of this thesis: observation sheets and observation protocols (see Appendix A and B). The researchers came up with these four exploratory questions, which led them to explore the usual context of vocabulary classes taught in English only (L2).

- How do students use the target vocabulary when they have to complete a task?
- When does L1 take place in the vocabulary activities?
- How do students behave when they are encouraged to only use their L2?
- How good the students retain vocabulary after completing the tasks?

As Smith and Rebolledo (2018, p. 37) stated in a handbook of action research, exploratory questions must be SMART: study-oriented, measurable, accurate, realistic, and topic-focused. Considering it, the researchers based their questions on Smith and Rebolledo standards and had a provisional reference to look for specific information during the pre-implementation.

Before commencing the pre-observations and observations, the researchers needed to establish a well-defined plan with the school authorities. It considered two stages in which the researchers would only observe and reflect on the issues in the classroom and the implementation stage, in which researchers would come up with a different approach to address problems regarding vocabulary retention. (see appendix C).

2.- Explore

During the first days of non-participative interaction the researchers had with the 4th grade students, there were many aspects within the class to consider. The role of the researchers was to observe and note down all the daily interactions the children experienced in their regular lessons.

Table 2

Aspects covered by the observation sheets.

Stages of the lesson **Aspects covered by the observation sheets**

<i>Pre-task</i>	Students' individual attitudes towards the use of their L1 Moments when students use their L1 Teachers' attitudes towards students' L1 Students' behaviour towards new vocabulary
<i>Task</i>	Students' individual attitudes towards the use of their L1

	<p>Students' group attitudes towards the use of their L1</p> <p>Students' reactions towards new vocabulary</p>
<i>Post-task (report)</i>	<p>Development of the tasks</p> <p>Reflective notes</p>

Note. At this point, table 2 **illustrates** the aspects that were considered for the class observation.

As Brighton et al. (2007) stated: the semi-structured observation protocol can be divided into sections and cover all the aspects the researcher seeks. In this case, the researchers' observation protocol covered all the class moments during the pre-implementation stage. As seen above, the researchers aimed to see how and when students made use of their L1 within the classes. Moreover, the researchers also aimed to look for the student's individual and group reactions.

With that in mind, since the first day of interaction, the students showed interest towards the vocabulary used during their activities: it was food vocabulary (Pre-Observation 1, Mach 21, 2023). The teacher conducted a vocabulary overview, and the students seemed to respond positively to flashcards; however, they used to answer the teacher's questions in Spanish (L1) when the teacher wanted them in English (L2). The researchers reflected on the day's insights and considered that students were very active and would participate in class as long as they were allowed to use their L1.

Since the first day of interactions, the researchers noted a clear need for students to understand the vocabulary they were learning through their mother tongue before interiorising it properly. As Aoyama (2020) mentioned, the students' code-switching capabilities should not have been considered an impediment to their

L2 acquisition. The tendency would not be different during the following days of non-participative observation.

During the second day, the students engaged in an activity related to the elaboration of menus associated with different countries (see appendix D). According to researcher 1 (Pre-Observation 2, March 22, 2023), the class started with a brief overview of the vocabulary learned, and during the task, the students had to talk to each other in small groups about the foods they know. Once the groups had a country assigned, they started to work. As seen in table 2, they only wrote and designed menus using their L1: "It seems that students may need to reinforce in this activity after completing some of the target activities only with their L1s instead of their L2s" (Pre-Observation 3, March 22, 2023).

In the third and fourth days, the interactions remained unaltered, and the routine with students using their L1 when the teacher required them to prioritize L2 was still frequent (Pre-Observation 4, March 23 and 28, 2023). The routinary students' "flashcards warm-up" Spanish answers and the continuous use of L1 during tasks as a means of learning were clear signs of what Garcia (2009) mentioned about the correct understanding of concepts to acquire a new language (p.9). It is worth highlighting that during the fourth day of non-participative observation, the students "tried to answer the teacher's questions in English" during the warm-up stage; nevertheless, they kept using Spanish in the task stage even though the teacher was "answering questions in English" (Pre-Observation 1, March 28, 2023). For the researchers, it showed a clear intention of retaining the vocabulary, as Chalá et al. (2021, p. 97) stated back then.

As for the last day of non-participative observation during the pre-implementation stage, students engaged in several activities that the teacher did to help them understand the topic. Now, whenever they were not showing interest or understanding, the teacher came up with "mimics" and "hands-on activities" (Pre-Observation 1, March 29, 2023). According to the observation of researcher 1, during this day, students were

asked to recognize words on the board and smack them and guess mimics regarding the food's vocabulary being taught. However, students kept asking questions in Spanish and using Spanish to solve exercises after getting involved in the day's activity, which had to do with completing activities on their textbooks.

3.- Analyse and reflect

To analyse and reflect on all the data gathered through the pre-implementation process, the researchers relied on observing the behaviours the students have during their usual classes, which mostly rely on vocabulary. The observation protocols threw insights with which the researchers reflected on the student's attitude towards the retention of vocabulary throughout TBL lessons in which the use of their Spanish (L1) was not allowed. Below researchers will analyse and contrast in charts some of the entrances of the observation protocols and the reflections researchers come up with.

Table 3

Reflective chart number 1

Observation Protocol reflective chart. 1	
Foods overview	
Pre-implementation Lesson 1	
Description:	
<p>- Pre-Task:</p> <ul style="list-style-type: none"> - Teacher shares Spanish/English food anecdote related to children. - Students answer questions in Spanish 	<p>Reflection</p> <ul style="list-style-type: none"> Intriguing student behaviour in understanding vocabulary Notable willingness to acknowledge lack of

<p>and use L1 to understand words.</p> <ul style="list-style-type: none"> - Daily vocabulary from class is remembered. <p>- Task:</p> <ul style="list-style-type: none"> - Students calmly receive new vocabulary for review. - Questions in Spanish help understand textbook exercises. - Students ask for translations of specific words. <p>- Report:</p> <ul style="list-style-type: none"> - Students request descriptions and translations for all exercise words. - Mainly ask for translations. 	<p>understanding</p> <ul style="list-style-type: none"> Active engagement throughout the class Interest in the teacher's meaningful anecdote during warm-up Concern about the meanings of certain food during activities Attraction to meaningful tasks using L1 to understand key vocabulary L1 use aids in vocabulary retention.
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Note. If we check Table 3, we can see that researchers found essential patterns such as the constant ask of students for clarification of vocabulary in Spanish. It will be a common aspect repeated over the following charts since the pattern in which Spanish takes place becomes more frequent and obvious with each interaction. According to Garcia (2014), allowing students to use their L1 can help them make sense and let them feel safer understanding new words as they are presented with them.

Considering Garcia's insights, it can be obvious that students require a closer approach to meaningful tasks, so they can find a practical use which helps their vocabulary retention. From the many aspects to

consider it is interesting to see how students interact with new content and how noticeable vocabulary lack of understanding is present during the lesson.

Table 4

Reflective chart number 2

Observation Protocol reflective chart. 2	
Menu	
Pre-implementation Lesson 2	
Description:	
<p>- Pre-task:</p> <ul style="list-style-type: none"> • Introduction of topic through flashcards (plants and food vocabulary). • Explanation of plant parts through a drawing on the board. <p>- Task:</p> <ul style="list-style-type: none"> • Students use Spanish to understand foods and ask the teacher for help in English. • They write the menu in Spanish and forget some acquired food vocabulary. <p>Report:</p> <ul style="list-style-type: none"> • Teacher checks understanding with a textbook activity. 	<p>Reflection</p> <ul style="list-style-type: none"> • Students may need to reinforce the activity using their L1 instead of L2 • Vocabulary retention during menu activities was lacking • Students showed enthusiasm and discussed the topic in groups, but confusion arose when using L2 • Switching between L1 and L2 created confusion among students • Students couldn't remember previous classes' vocabulary, and doubts were answered in English

- Engaging in real-life-oriented tasks could be beneficial for students.

Note. In the second interaction with students, the end product was entirely written in Spanish. Students repeated the tendency of asking the teacher for clarification or translation in Spanish, with the teacher constantly negating explain words in Spanish (see table 4). In this case, the researchers concluded that students might need to reinforce food vocabulary even when they checked it every day with their teacher through flashcards.

During the lesson students presented more indicators that the tasks were entertaining enough to keep them encouraged. It was also observed that students were more hesitant to answer specific vocabulary tasks because of their lack of retention. In some cases, students were confused with some words whenever they were presented in different contexts or rather tasks. By allowing students to focus on their L1 or Spanish, there were moments of better interaction with the tasks and the teacher.

Table 5

Reflective chart number 3

Observation Protocol reflective chart. 3

Things we can and cannot eat

Pre-implementation Lesson 3

Description:

Pre-task:

- Students mention plants in Spanish and English; teacher emphasizes using L2 only.
- Students discuss the translation of new vocabulary.

Task:

- Students classify new vocabulary into a chart, distinguishing edible and non-edible plants.
-
- The teacher avoids using translation and gives clues in English to solve doubts.

Reflection

- Students showed confusion regarding categories learned
- Students engaged actively in warm-up activity, using both Spanish and English to understand presented vocabulary
- Tasks could be more closely aligned with Task-Based Learning (TBL) and meaningful for students
- Students naturally helped each other in Spanish while working in groups
- Teacher emphasized the use of the second language despite students using their native language to understand better.

Report:

- Students seek clarification of category meanings in their L1.

Note. At this stage, the students experienced some difficulty in distinguishing between edible and non-edible categories of plants, see table 5. Additionally, students showed to work better in groups and activities when they used their L1s as a means of understanding; nevertheless, the only priority of the teacher was to keep the use of L2 constant within the classroom so that students comply with the purpose of the activities which is the vocabulary practice. Students demonstrated willingness to produce the language, and such willingness was considered by the researchers to think that it could be better to allow students to have access to their native tongue as a means of understanding.

This stage is when translanguaging through code switching from the hand of Aoyama (2020, p.8). there were times during the lesson which Spanish was focused on specific moments of the lesson. in specific moments, students helped each other out in Spanish to make sense of what they needed to do. Thus, these actions suggest that the need of Spanish for specific purposes is indeed needed and should be implemented throughout the lesson.



Table 6

Reflective chart number 4

Observation Protocol reflective chart. 4	
Breakfast lunch and dinner	
Pre-implementation Lesson 4	
Description:	
<p>Task:</p> <ul style="list-style-type: none"> • Students ask for help in Spanish. • They ask for translations of some words like "meat," "potato," etc. • They answer textbook questions using learned vocabulary but express doubts in their L1. <p>Report:</p> <ul style="list-style-type: none"> • During the last activity, students asked questions about words related to breakfast, lunch, and dinner present in their textbooks. 	<p>Reflection</p> <ul style="list-style-type: none"> • Students motivated to answer questions in English, but struggle with complete sentences • Express and understand questions in their L1 (Spanish) as it feels more reliable • Lack trust in English responses as it may sound unfamiliar • Some students need additional support to comprehend English instructions • Reliance on Spanish to understand and retain vocabulary • Need improvement in vocabulary retention, shown by seeking translations

Note. As table 6 shows, it was a priority for the researchers to find ways to help students retain new vocabulary since they could not produce sentences even when they were willing. Students saw English as something alien to them but found interest in understanding the vocabulary which was introduced constantly with different activities that represented practice of the vocabulary. Additionally, the same constant has been present in all three classes: they found it necessary to ask the teacher to translate the words they could not associate with their prior knowledge.

Whenever, they were allowed to address the vocabulary in their own terms (meaning that they give vocabulary their own understanding), students felt more confident in participating in vocabulary lessons. These results would contrast with Shabir's (2017), who stated that the use of L1 in an EFL class should be as limited as possible. Students were encouraged to only use Spanish whenever the target language was too broad or students struggled to keep up. It favoured their understanding of English and encouraged a better way to practice it.

Table 7

Reflective chart number 5

Observation Protocol reflective chart. 5
Foods vocabulary review.
Pre-implementation Lesson 5
Description:

Task:	Reflection
<ul style="list-style-type: none"> • Students attempt to guess the meaning of the command in Spanish. • Students remain quiet to listen to the video. • Students request translations for certain words mentioned in the video. • Students answer the question using only Spanish. <p>Report:</p> <ul style="list-style-type: none"> • Students ask for descriptions and translations for every word on the exercises. • Students ask for clarification in Spanish. • Students mostly ask for translations. 	<ul style="list-style-type: none"> - Classroom setting insights with language learning activities - Some students initially struggle with teacher's instructions - Teacher promotes clarity and understanding through specific commands - Restriction of both Spanish and English hinders L1 usage for better understanding - Students demonstrate understanding by imitating teacher's gestures - Importance of creating an immersive learning environment for language development - Students need tasks and approaches allowing the use of their L1 without boundaries

Note. Finally, table 7 displays what the last impression of the lessons was for the researchers. During the whole period of interaction and pre-implementation, students showed an urgent need to have Spanish present in their lessons. Sometimes the Spanish acted as a making sense tool and sometimes it acted as a way to better retain the language by “putting a face” to the words presented to them. The efforts of the teacher to

encourage the use of L2 seemed to have hindered the retention of students even when they were more capable of developing activities as a means for understanding.

As Feller (2020) suggested, it is possible and a priority to allow the use of both languages as a means for understanding certain aspects of English in Spanish learners. In terms of understanding the use of Spanish within lessons and in the classroom, we can understand that it serves much more to students when it, Spanish, represent the help of making the words understood in their minds. Furthermore, by talking about their vocabulary retention process, students seem to be more entertained when students were allowed to represent the words in their native tongue to then process them as the target language words.

Action

1.- Plan to change.

According to the data collected students there is a clear, yet unestablished way in which students use their L1 (Spanish) as an aim to make sense of vocabulary. During the process of this study, it was stated that the lessons fall under the use of TBL as the approach to structure the lessons. Students seem to always communicate during lessons; however, the communication process is rather not frequent as expected in the TBL lesson.

Some scholars like Littlewood (2004) explains that TBL is a group of communicative activities that involve a product and communication (p. 320) therefore, the class suits the need for a better communication structure system. The same author defined it with three stages: Pre-task, task, and report. Since the participants seem to have a better understanding in their making-sense process, this study plans to introduce Spanish within translanguaging as a strategy for students to better retain vocabulary. The translanguaging aspect for this study is focused on the process of the vocabulary retention of students. For instance, the researchers will implement opportunities for students to use their L1 (Spanish) during the task stage of the TBL structure.

Since translanguaging is used to help students better retain vocabulary, this thesis uses the observation protocol as a tool to collect data. The observation template is design to collect date in the three stages of the task. Though this research project seeks information about the way students retain and develop vocabulary, the observation is aimed to all stages. This is because the communication proceeds in which students involve in class, happen in all of them.

For the lessons, the researchers plan on following the same structured that was used in previous lessons. This means that the style in which vocabulary is presented to them may differ from what students know. However, students will be given instructions when to use Spanish. The plan for the study was to observe and reflect on five cycled lessons in which the three last stages of this study: act, observe, and reflect; were repeated until finding results. Each will have a specific vocabulary topic that students will work on, as well as key structures. Moreover, the researchers found that, whenever students are given the chance to communicate in Spanish, their way of interpreting ideas towards their vocabulary retention and usage are clearer and easier to use when completing a task. Thus, there were eight classes with specific vocabulary to be covered.

For the vocabulary reflection and measurement of their retention, students' products were used as reference. A rubric was used to mark students' improvement. The rubric template was composed the same. Thought, it is focused on the skill to be practiced in the task to be done. After this, the researchers collected data to reflect on students' perceptions which were collected with interviews.

Act, observe and reflect

From the perspective of action research, the construction of the thesis comprehends different stages. In the case of the implementation part, it includes a set of subcategories. The study entails vocabulary and its retention. Thus, the implementation stage of the study addresses the vocabulary retention and the researchers

observed the retention in the four English language skills: listening, speaking, writing, and reading. Some academics like Barlett (2018) explain that vocabulary retention seeks the ability to use the vocabulary in a given context. For some other scholars like Garcia (2009), it implies that the usage of English vocabulary goes along with the abilities in the language learning process.

Therefore, the study is based on the perspective of action research, the construction of the study comprehends different stages. In the case of the implementation part, it includes a set of subcategories. The study entails vocabulary and its retention. Thus, the implementation stage of the study addresses the vocabulary retention that is involved in the four main skills of the English language: listening, speaking, writing, and reading. Some academics like Barlett (2028) explain that vocabulary retention seeks the ability to use the vocabulary in a given context. For some other scholars like Garcia (2009), it implies that the usage of vocabulary goes along with the abilities in the language learning process. Therefore, the study is based on the retention of vocabulary that students show in specific activities.

As for the activities to be implemented, TBL or task-based learning is the approach used to design the lessons. In TBL, there is a need for students to produce something. It also relies on students using authentic English language. For instance, the activities designed for the study focus on vocabulary and how students rationalize with it. Although vocabulary is taught in most cases along with other grammar points and structures around it, the lessons aim for students to develop activities where vocabulary is always present. This way, the activities can set a point of reference for when and how vocabulary is being retained by learners.

Because the study entails how English vocabulary use is retained within different activities, the implementation stage was divided into four sub-cycles. In the following charts, an explanation of activities during lessons is given. Moreover, it is worth explaining that each sub-cycle comprehends two lesson plans

that address one skill in English language learning. The first one implies the use of translanguaging, and the second one is about the use of translanguaging, but in needed cases, adjusting the lessons as to where and when the translanguaging practices work within the lessons.

The set of sub-cycles that work under a specific skill is as follows:

Table 8

Reading chart

Session	Vocabulary	Implementation and translanguaging	Reaction and changes	Outcome
Lesson 1	Animal kingdom Group of words (crocodile, elephant, flamingo, kangaroo, lion,	<ul style="list-style-type: none"> - Vocabulary is presented in English only. - The readings are code-switched - Students are encouraged to use L1. 	Students are talkative about the readings and often focus on the key vocabulary words. However, students are confused of their code-switched stories. Nevertheless, the vocabulary was presented correctly used but with some mistakes as to where the words where located.	Success Students' standard in the activity: 50%
Lesson 2	monkey, ostrich, tiger.)	<ul style="list-style-type: none"> - Vocabulary is presented in L2 - The readings are translated. - Students are not 	Students are still talkative. By translating words students present more interest in the stories. the vocabulary present in the stories is easier to follow and structures within the vocabulary are correctly used.	Success Students' standard in the activity: 68%

		encouraged to use L1.	Also, the use of coinages is present in their pre-task stage.	
Overall success difference.				18%

Note. Both lessons comprehended vocabulary about animals. Students present familiarity with the vocabulary words that is present in the lesson. However, during this lesson, some discrepancies were present. The table above specifies how translanguaging practices were implemented and emphasized during the lesson. In both of them, lesson 1 and lesson 2, the vocabulary words are presented in English, or also called students' L2. Though, the practice of translanguaging changes.

For lesson 1, the readings are presented in English and are code-switched, while in lesson 2 the reading is translated with care for the complement within the sentences where the vocabulary is present. In both lessons, the vocabulary words are used correctly in the tasks, yet in lesson number 1 students make mistakes concerning coherence (Observation 1, April 3, 2023). moreover, students found the readings confusing when using the code-switching technique (Observation 1, April 3, 2023). This represents more time for them to process the words and the teacher to address the task.

On the contrary, in lesson number 2, students found the readings interesting (Observation 2, April 5, 2023). During the tasks, students used a set of coinages whenever they needed to make sense of a word within the readings (Observation 2, April 5, 2023). It helped them to recognize words given in specific contexts. Thus, completing the tasks within the reading part was an overall success.

Table 9

Writing chart

Sesión	Vocabulary	Implementation and	Reaction and changes	Outcome
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		translanguaging		
Lesson 1	Superheros Groups of words (doctor, nurse, fire officer, policeman, dentist,	<ul style="list-style-type: none"> - vocabulary presented in L2 but translated. - Prompts are only in English - Spanish not encouraged 	Students are talkative and eager to participate, and they keep translating the words to peers as help. However, they become dependent of the translation that involves writing the whole sentence. Nevertheless, they do not have trouble writing the key words.	78%
Lesson 2	business man, teacher, professions in general)	<ul style="list-style-type: none"> - Vocabulary presented in l2 but translated - Prompts are in L1 and l2 - Spanish is encouraged 	Students are a bit hesitant to interact with the vocabulary at first. The task within is simpler and involved sentences building. Their writing becomes more complex as they use translation of ideas into English. by encouraging spanish, students are more interested in the tasks.	90%
Overall success difference				12%

Note. In the writing lessons, some changes came within the first intervention of the reading skill. The lessons implied for students to complete a writing task where the use of specific vocabulary was implemented within prompts. In lessons 1 and 2, the vocabulary was introduced in English and then translated into Spanish. The focus of the vocabulary presentation was to give students a context of where and how words can be implemented. there are some contradictory changes between the lessons. That is, for lesson 1, students were

not encouraged to use Spanish rather than only when vocabulary was presented (Observation 3, April 10, 2023).

However, during the lesson students were more talkative than usual, but instead of focusing on the words they focused their attention on the prompts and the pre-presented structures to use (Observation 3, April 10, 2023). For the key vocabulary, they had no trouble understanding them due to the translation part of the lesson when students were allowed to do so.

On the contrary in lesson 2, students were not talkative at all when first introduced to the vocabulary. During this lesson, students were more reserved to ask questions about the vocabulary and they limited themselves to interacting with peers to ask questions for the structures they need to use (Observation 3, April 12, 2023). One noticeable aspect among students is that all of them use techniques where the making up of a word would be present at some times are involved (Observation 4, April 12, 2023). They tend to write sentences using coinages as their way of helping themselves.

Also, they combine this action with translating the words into Spanish. For lesson two, students used a combination of codeswitching techniques to help them comply with the task. Both lessons were successful in terms of using the words in the correct forms. However, a remarkable achievement during writing lessons is that in the second one, students were more careful with structures, and there were a few errors that were corrected during feedback. Moreover, the results of the task show an increase in their task completion. The translanguaging practice can be even more beneficial when giving them time, not only for specific tasks but for moments to scaffold their ideas.

Table 10

Listening chart

Session	Vocabulary	Implementation and translanguaging	Reaction and changes	Outcome
Lesson 1	Places of the city Group of words (fire station, hospital, mall, movie, theatre, museum, post office, swimming pool, train station.)	<ul style="list-style-type: none"> - Vocabulary presented with code switching and translation - Spanish is encouraged for presenting the vocabulary (if needed). - Audio material is presented in English only. 	L1 is more frequent for asking questions but learners use L2 to respond to those questions (conducting ICQ). They are attentive to the stories but are not triggered by it. However, when the stories are presented, students converse among them in Spanish as they translate the information.	Students overall achievement in the task 81 %
Lesson 2	Extra words: city, country, town, north, east,	<ul style="list-style-type: none"> - Vocabulary is presented with translation - Spanish is not encouraged except at specific times (the main task) - Material is 	The use of L1 is not so frequent but when it happens it is aimed to question the ideas of the audios and not so much for the vocabulary itself. They are triggered by the stories and complete the tasks faster than expected. Plus, there is a frequent communication system among learners where they help	Students overall achievement 90 %

	west, south	presented in English only.	peers by giving context where vocabulary is being used.	
Overall success difference:				9%

Note. The lessons that had listening as their language skill, was a success overall. In both scenarios, students achieve remarkably the same score in their outcome results. Although the lessons were based on activities that were different styles, the listening abilities with the language in students show that in either stage of the lesson, translanguaging practices help to make sense of vocabulary within the context presented. Lesson 1 aimed for students to mark specific places that were talked about. In such cases, students translated the stories as they confirm with peers (Observation 5, April 17, 2023). Also, code-switching was always present. Since code-switching does not only limit student's use of both languages it also includes the reasons within short words of confirmation, filling out expressions, etc, here, students used their code-switching side to address questions from peers (Observation 5, April 17, 2023).

There is a frequent use in Spanish, though, they do not mention the vocabulary words but in English. On the contrary in lesson two there is an appreciation for the same type of translanguaging practices, only this time code switching was not involved (Observation 6, April 19, 2023). Both lessons excelled in the result as the vocabulary presented was used correctly, was easily recognized, and was interpreted within the context. furthermore, it seems that student accommodate their Spanish use towards the focus on what they want to use in the task, by letting them hear and encourage Spanish, they meet better results. The table explains that students have a 9% better outcome than the first lesson, where vocabulary was introduced in English only but let them use their L1 from time to time.

Table 11

Speaking chart

Session	Vocabulary	Implementation and translanguaging	Reaction and changes	Outcome
Lesson 1	Food Group of words (bread, cereal, eggs, jam, pancakes, rice, spaghetti, vegetables,	<ul style="list-style-type: none"> - Vocabulary presented in I2 only - Codeswitching is present in explanation of tasks as well as grammar structures. - use of coinages. - Spanish is not encouraged. 	<p>Students frequent use of L1 was evident always. They use it to ask questions and respond to the tasks. However, the tasks resulted in using words in Spanish rather than in English.</p>	<p>Students overall achievement 92%</p>
Lesson 2	beans, broccoli, carrots, cauliflower, celery, peas.)	<ul style="list-style-type: none"> - Vocabulary presented in I2 only - Codeswitching and translation are encouraged 	<p>Students are more talkative and active around the vocabulary presented. During the lesson the teacher limits his participation during their interactions within the task. The use of coinages was evident but not common among the lesson, though, they do find codeswitching more fitting for the lesson.</p>	<p>Students overall achievement 98%</p>
Overall success difference				6%

Note. The last skill to look at was speaking. Speaking is an active skill that connotes students' real usage of the language, the lessons were easier to implement and reflect upon in terms of results. Considering that the individual sub-cycles represent a chain for seeking information on translanguaging practices, the speaking skill demonstrates a combination of adjustments that are carefully chosen based on previous lessons. In both lessons, students had to practice and talk about food.

For lesson 1, students had to come up with a menu board where they can explain likes and dislikes. Using specific vocabulary, students managed to cover the vocabulary given. Nevertheless, there were some discrepancies in where they used it and how they used it. That is, the focus on vocabulary words was correct, but the outcome was presented in a combination of both Spanish and English (Observation 7, April 24, 2023). On the contrary, lesson 2 focuses on narrating a meal prep. During this lesson, students used a combination of code-switching and coinages to fill out expressions (Observation 8, April 26, 2023). The outcome for this one resulted in presenting a work that is more structured and vocabulary words are used correctly within context.

Both lessons show up results that are worth highlighting. For example, in both, the expected result is correct, which involved the use of correct vocabulary. However, in both lessons' students focused their attention on how they made sense of those vocabulary words. By explaining to peers, they ensure the words are used correctly. Also, the use of coinages was broad but never encouraged or considered. Students when they are presented with chances to use Spanish, once they are fully committed to English, they use coinages to fill out gaps in the presentation of their work.

In general terms, the lessons that comprehended the different skills were successfully achieved. As explained in the descriptions of each table, the translanguaging practices were adjusted and integrated to see students' reactions. Some of the insightful thoughts are considered in how the translanguaging practices are being used by students. When extending permission to use L1 throughout the lesson, students do present an

outcome that involves Spanish. Contrary to that effect, when Spanish was used in specific stages, their mechanism of formulating words is extended to address the task but in English only.

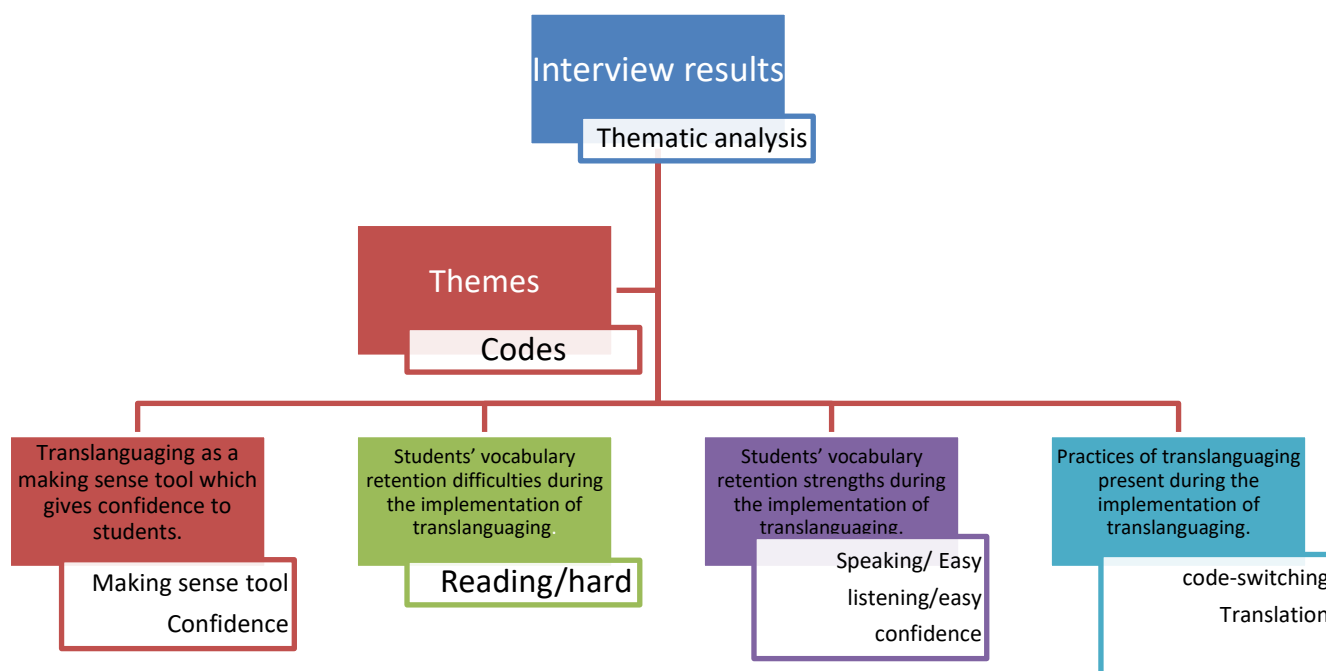
Moreover, the lessons show that students do use Spanish but not specifically for vocabulary retention, but rather to make sense of the words in their heads. Garcia explains that L1 is indispensable to use in terms of making sense. In such cases, the lessons demonstrate that students do use translanguaging practices to accommodate their ideas for completing the tasks, and therefore, the vocabulary can be used in the task within lessons. In addition, Aoyama says that students do have to bring back their understanding in their native tongue to make sense of and use their L2 in the given context. The table above shows that students have better results with a 6% difference to their advantage. It tells us that when using Spanish with a focus on certain things can help them bust their KL2 usage. As though the lesson entails not much of a difference. The result of both lessons is excellent. Whenever students use their L1 to practice their presentation or English output, students can easily relate information to English.

Interviews

As shown in the methodology section, one of the ways the researchers chose to achieve their goals was the interview since they aimed to know the perceptions students had over the use of translanguaging to improve their vocabulary in a TBL-based classroom. In this sense, the researchers applied interviews after the implementation process to know what students thought about their actions to solve the problems observed during the pre-implementation stage, where researchers investigated more about such issues. Regarding the analysis, the researchers chose to do a thematic analysis with a descriptive coding method. The results were to reflect on how the students thought and reacted towards translanguaging implementation in their EFL classroom context.

Figure 2

Themes from codification



Note. Figure 2 shows how the codification process led the researchers to the themes by which they will explain and show these results. Below, the codes show the descriptive relationship they had with the answers given by the students.

1- *Translanguaging as a making sense tool which gives confidence to students.*

When analysing the interviews and the perceptions of students, it was evident that they understood translanguaging, as they expressed: "Spanish helped us understand" (Student 1, personal communication, May 27, 2023). It is essential to highlight what Garcia (2009, p.9) stated back then; she conceived translanguaging as a making sense tool and remarked on its importance in learning a language. That is, the result showed

agreement with what the author said, and it shows coherence with the perception of other students.

Additionally, it showed to be a useful tool which helped students make sense of the language they were not sure about; "I did not have clear what some words meant in our teacher classes, but when I knew what they meant in Spanish, I could understand them better" (Student 7, personal communication, May 27, 2023)

Garcia's sagacious observations from yesteryears reverberate with an enduring relevance. She astutely posited that translanguaging is not merely a linguistic technique but a cognitive instrument, intricately interwoven with the fabric of learning. This echoes resoundingly in the contemporary findings, wherein the students' perspectives resonate in consonance with her assertions. Their unanimity echoes the sentiment that translanguaging not only aligns with Garcia's premise but also extends to harmonize with the collective consciousness of their peers.

Moreover, this exploratory expedition into the students' experiences sheds light on the utilitarian aspect of translanguaging. It emerges as an indispensable tool that augments comprehension, particularly in the labyrinthine terrain of unfamiliar language constructs. One illuminating testimony articulates this sentiment vividly: "In the classroom lectures, certain lexical enigmas clouded my understanding, casting a veil of perplexity. However, once I unravelled their meaning in Spanish, a gateway to clarity swung open, allowing me to fathom these linguistic enigmas with newfound clarity" (Student 7, personal communication, May 27, 2023).

In summation, the assimilation of these profound interviews engenders an unmistakable tapestry of understanding. The students' resonance with the essence of translanguaging harks back to Garcia's insightful pronouncements, substantiating its efficacy as a cognitive scaffold. Concurrently, the practical dividends of translanguaging are undeniable, acting as a luminous beacon guiding learners through the labyrinth of

linguistic intricacies. Thus, this empirical confluence of perspectives echoes with Garcia's visionary stance, while also adding a contemporary cadence to the resounding symphony of language acquisition.

2- Students' vocabulary retention difficulties during the implementation of translanguaging.

Regarding the difficulties students showed when the activities were taking place, they expressed to be struggling with their vocabulary retention in reading activities. Some students, like Student 6: "We got lost when we had to read." (Personal communication, May 27, 2023), expressed this problem. It was evident that there were some problems with translanguaging in reading, as was shown in the intervention in contrast with other intervention activities. As student 4 said: "It was difficult for me to understand the parts of reading a bit, but I liked the rest" (personal communication, May 27, 2023). Their struggles were taken into account for the subsequent phases of the implementation.

Within the realm of reading exercises, the intervention laid bare certain complications linked to translanguaging. These intricacies were more pronounced in the reading-centric tasks in direct comparison to the other intervention activities. This incongruity became evident as the students navigated through the curriculum. As articulated by Student 4, "Comprehending certain portions of the reading material posed a challenge for me, although I found solace in the remaining segments" (personal communication, May 27, 2023). This statement reflects a nuanced perspective, where certain aspects of the reading exercises posed cognitive barriers while other facets were better grasped, illustrating the multifaceted nature of their engagement with the content.

These acknowledged obstacles became pivotal in shaping the subsequent phases of the implementation. The students' struggles acted as a compass, directing the course of action for refining the approach in the forthcoming stages. By pinpointing the issues that impeded their progress, educators were poised to tailor their strategies and instructional methodologies more adeptly. This iterative process of adaptation showcased

the proactive stance adopted to address the students' unique needs, ensuring a more conducive and fruitful learning environment.

In conclusion, the challenges that emerged during the activities, specifically centered around vocabulary retention within reading tasks, illuminated the significance of ameliorating the learning experience. The students' candid expressions of difficulty, exemplified by Student 6's poignant metaphor and Student 4's balanced reflection, demonstrated the multifaceted nature of their struggles. These revelations played a pivotal role in steering the subsequent phases of implementation, empowering educators to fine-tune their approach and foster a more inclusive and effective pedagogical journey.

3- Students' vocabulary retention strengths during the implementation of translanguaging.

Another remarkable aspect to highlight is how effective the implementation of translanguaging for students was. Learners expressed feeling particularly good regarding using their L1s during the activities implemented by the researchers. As Chalá et al. (2021) mentioned in their study, the employment of L1 can have several advantages as teachers focus on the L2. For instance, some students, such as student 3, mentioned that "I could work with my classmates, hear and remember the meaning faster." (Personal communication, May 27, 2023). Additionally, another student expressed that "speaking was easier since I could remember the words" (student 2, personal communication, May 27, 2023). After considering everything, it can be said that students found it easier to participate in activities through translanguaging and retain vocabulary more effectively.

Furthermore, students have expressed another meaningful aspect worth emphasizing: they feel more confident when learning, retaining, and using new vocabulary. To illustrate the last idea, a student mentioned

that in their case: "Using Spanish gives me the confidence to learn" (student 1, personal communication, May 27, 2023). Moreover, another testimonial would be one from student 3, who mentioned that they were "not afraid to make mistakes" and also "could participate more". (Personal communication, May 27, 2023). All these insights were also noted during the observations by the researchers who observed motivation from students in contrast with the pre-implementation stage.

4- Practices of translanguaging present during the implementation of translanguaging.

When it comes to the practices related to translanguaging that students showed to have experienced during their activities, there are many such as translation, and code-switching. As Aoyama (2020, p.10) and Wei and Lin (2019) said, such practices are an integral part of translanguaging integration to teach a target vocabulary. In this matter, students described that:

- "I was able to remember how to use some words in English using Spanish" (student 3, personal communication, May 27, 2023).
- "I realized that some words in Spanish are like the same as what I say in Spanish" (student 3, personal communication, May 27, 2023).
- "You remembered us the meaning of the words we could not remember" (student 4, personal communication, May 27, 2023).

After reviewing the testimonials, the researchers recognized the positive effects of translanguaging on the implementation process. It became evident that it aided students in learning the intended new vocabulary.

7. Conclusions and recommendations

This study aimed to analyse how translanguaging in a task-based oriented classroom aid students' vocabulary retention development. To guide this thesis, the researchers focused on two specific aspects that describe students' perceptions of translanguaging and identify how it adapts to their English vocabulary development. Based on the qualitative data collected throughout the study, it can be concluded that translanguaging does aid students' vocabulary retention, that is its development. The study results indicate that translanguaging is functional within the students' ways of communicating the vocabulary words towards their usage. Students practice and retain the vocabulary learnt by employing making-sense tools like translation.

Throughout action research, the researchers could have a more participative way of approaching the problems students showed regarding vocabulary. It was expected to find how students developed their vocabulary retention through translanguaging in a TBI-based environment; in this aspect, the researchers searched for such information with the tools mentioned many times throughout the thesis. It was interesting to see how the results helped answer the research questions as they showed students' progress in developing vocabulary retention.

The methodology chosen showed to be effective in answering the research questions. As the data analysis took place, the researchers could see what students thought about using translanguaging and its implementations in their classes. As the implementation stage progressed, new challenges appeared, and the researchers had to observe and reflect on each stage following AR steps and change every activity used with students.

In response to the first specific objective, aspects covered in students' perceptions with the use of interviews show that they interact significantly better by using their L1 and how beneficial it is. As for the study, the interviews conducted helped to collect the data needed to respond to the researcher's questions. The interview analysis indicates that while some students usually prefer translation, others think that English is better retained when they can connect it to L1 when using translation and code-switching. These two aspects in students are aimed to respond to the second specific objective, which falls under identifying translanguaging practices in the classroom and how they adapt to students' vocabulary retention.

For the second specific objective, data demonstrate how translanguaging practices adapt to students' vocabulary development. After researchers employed semi-structured observation protocols as a tool, it was concluded that things such as translation are used among students often. Students adopt translanguaging as their making-sense tool, which helps them have more context of the target vocabulary. It aids them recall words and use them within the needed context and product, meaning the task assigned when working in groups. They make sense of words by relating them to what they know in Spanish, and as a result, the vocabulary is better retained.

Recommendations

The recommendations for this research extend beyond the specific classroom setting examined in the study. The positive feedback from the students regarding the use of translanguaging could potentially encourage other language instructors to adopt a similar approach in their teaching practices. By recognizing the value of students' native languages as a resource, educators can create a more inclusive and supportive learning environment, catering to the diverse linguistic backgrounds of their students.

Building upon the findings of this study, which answer the second research question, it is essential to implement translanguaging within EFL classrooms. While carrying on this thesis, it was very noticeable that

students are always keen to rely on their L1s to make sense of any new word introduced to them. In that matter, students may feel more encouraged to remember vocabulary in the future. The positive results of translanguaging should be a convincing enough reason to encourage other educators to try translanguaging in fields different from vocabulary retention.

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8. Appendixes

Appendix A

Template: Validation of the Instrument by Experts.

Evaluator's name: Mahly J. Martinez

Specialty: Pedagogía de los idiomas nacionales y extranjeros (PINE)

Academic degree: Phd. In education/ Master in teaching Reading and writing /Bachelor in ELT as a foreign language.

- **Authors of the Final Integrated Project:**

Santiago Washington Sarabia Rivas

Bryan Arturo Guzmán Cabrera

Title of the research:

Translanguaging as a strategy for English vocabulary development

General objective:

To analyse how translanguaging in task instruction aid students' English vocabulary development.

Specific objectives

1. To describe the students' perceptions about translanguaging practices on vocabulary development throughout task instruction.
2. To analyse how translanguaging practices adapt to students' English vocabulary development.

Semi-structured observation protocol

Translanguaging as a strategy for English vocabulary development integrated project.

2022 2nd academic period and 2023 1st academic period - pre-and post-implementation stage semi-structured observation protocol.

(Section 1) Describe the use of students' L1 on a daily basis within the classroom.(pre-task)

- Do students use their L1?
- When do students use their L1?
- Do students interact with the teacher using their L1? How?
- Do students interact with each other using their L1? How?
- What is the teacher's approach towards the use of the students' L1 when teaching? (Does she encourage it?)
- Describe what happens when the new vocabulary is introduced to the students, are there doubts? Do the students understand?
- Describe the students' attitude towards talking or participating in class. (Noisy, quiet, talkative students, etc.)

(Section 2) Describe how students organise when working in groups in task instruction. (While task)

- What are the students' reactions to the task (which asks them to use the new vocabulary)?
- How do students interact with each other when working in groups? (Do they use their L1? How talkative are they?)
- Describe how they help each other when they do not understand. (Do they talk? do they tell the teacher?)
- If it applies, how do students ask for help to understand the new vocabulary? (Do they use their L1 or not?)
- Describe the teacher's interactions. (What language does he use to answer students' questions about vocabulary? does he encourage or discourage the use of students' L1?)
- Does the teacher's help seem to be enough for the students' vocabulary related doubts? Why?

(Section 3) Describe the students' understanding and acquisition of new vocabulary. (post-task)

- After working on their assigned tasks, how do students have developed their vocabulary understanding?
- According to the students' behaviour, how do students seem to have developed (or not) their vocabulary?

COMMENTS AND SUGGESTIONS SECTION

Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes : NO

What items would you add or erase?

What other suggestions would you make to improve this Instrument?

Evaluator's Names: Mahly J. Martinez ID: 1759432733

Academic degree: Phd. In education/ Master in teaching Reading and writing /Bachelorin ELT pedagogy

Signature:



ante por:

EEL MARTINEZ JIMENEZ

Template: Validation of the Instrument by Experts.

Evaluator's name: Mahlv J. Martinez

Specialty: Pedagogía de los idiomas nacionales y extranjeros (PINE)

Academic degree: Phd. In education/ Master in teaching Reading and writing /Bachelor in ELT as a foreign language.

- **Authors of the Final Integrated Project:**

Santiago Washington Sarabia Rivas

Bryan Arturo Guzmán Cabrera

Title of the research:

Translanguaging as a strategy for English vocabulary development

General objective:

To analyse how translanguaging in task instruction aid students' English vocabulary development.

Specific objectives

3. To describe the students' perceptions about translanguaging practices on vocabulary development throughout task instruction.
4. To analyse how translanguaging practices adapt to students' English vocabulary development.

Interview protocol - 2023 1st academic period - phase 2: implementation

1. ¿Piensas que la clase en general fue más fácil de seguir con el uso del español? ¿Por qué?
2. ¿Cómo te sentiste cuando se te permitió usar español en tus actividades? ¿Por qué?
3. ¿Pudiste notar alguna diferencia/s en esta clase en comparación a otras? ¿Cuál/es?
4. ¿Piensas que el español te ayudo a entender mejor las nuevas palabras (vocabulario)? ¿cómo?
5. ¿Piensa que clases (de vocabulario) anteriores podrían haber sido más sencillas si se le permitía usar español? ¿Por qué?
6. ¿Te gustaría que en el futuro se te permita usar español para entender mejor el vocabulario en inglés? ¿Por qué?

COMMENTS AND SUGGESTIONS SECTION

Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes : NO

What items would you add or erase?

What other suggestions would you make to improve this Instrument?

Evaluator's Names: Mahly J. Martinez ID: 1759432733

Academic degree: Phd. In education/ Master in teaching Reading and writing /Bachelor in ELT pedagogy

Signature:



Appendix C

Template: Validation of the Instrument by Experts.

Evaluator's name: Nancy Cárdenas Cordero

Specialty: Pedagogía de Los Idiomas Nacionales y Extranjeros (PINE)

Academic degree: 8th semester

- Authors of the Final Integrated Project:

Santiago Washington Sarabia Rivas

Bryan Arturo Guzmán Cabrera

- Title of the research:

Translanguaging as a strategy for English vocabulary development





COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes__

NO__

3. What items would you add or erase?

4. What other suggestions would you make to improve this Instrument?

Evaluator's Names:

ID:

Academic Degree:

Signature:



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digitalmente
porNANCY
MARCELA
CARDENAS
CORDERO

Appendix D



Template: Validation of the Instrument by Experts.

Evaluator's name: Nancy Cárdenas Cordero

Specialty: Pedagogía de Los idiomas nacionales y extranjeros (PINE)

Academic degree: 8th semester

- **Authors of the Final Integrated Project:**

Santiago Washington Sarabia Rivas

Bryan Arturo Guzmán Cabrera

- **Title of the research:**

Translanguaging as a strategy for English vocabulary development

- **General objective:**

To identify how translanguaging in task instruction aid students' English vocabulary development.

- **Specific objectives**

1. To describe the students' perceptions about translanguaging practices on vocabulary development throughout task instruction.
2. To analyse how translanguaging practices adapt to students' English vocabulary development.

Semi-structured observation protocol

Translanguaging as a strategy for English vocabulary development integrated project.

2022 2nd academic period and 2023 1st academic period - pre-and post-implementation stage semi-structured observation protocol.

**(Section 1) Describe the use of students' L1 on a daily basis within the classroom.
(pre-task)**



COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes ___

NO ___

1. What items would you add or erase?

2. What other suggestions would you make to improve this Instrument?

Evaluator's Names:

ID:

Academic Degree:

Signature:



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CARDENAS
CORDERO



Appendix E

Template: Validation of the Instrument by Experts.

Evaluator's name: Marianita Guada Alvarez

Specialty: Pedagogía de Los idiomas nacionales y extranjeros (PINE)

Academic degree: 8th semester

- **Authors of the Final Integrated Project:**

Santiago Washington Sarabia Rivas

Bryan Arturo Guzmán Cabrera

- **Title of the research:**

Translanguaging as a strategy for English vocabulary development

- **General objective:**

To identify how translanguaging in task instruction aid students' English vocabulary development.

- **Specific objectives**

1. To describe the students' perceptions about translanguaging practices on vocabulary development throughout task instruction.
2. To analyse how translanguaging practices adapt to students' English vocabulary development.

Semi-structured observation protocol

Translanguaging as a strategy for English vocabulary development integrated project.

2022 2nd academic period and 2023 1st academic period - pre-and post-implementation stage semi-structured observation protocol.

(Section 1) Describe the use of students' L1 on a daily basis within the classroom. (pre-task)



6. COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes NO

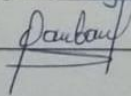
2. What items would you add or erase?

3. What other suggestions would you make to improve this instrument?

Evaluator's Names: Marianita Garcia Alvarez.

ID: 030127097-1

Academic Degree: Magister en Educación y Desarrollo.

Signature: 



Appendix F

Template: Validation of the Instrument by Experts.

Evaluator's name: Marianita García Álvarez.

Specialty: Pedagogía de Los idiomas nacionales y extranjeros (PINE)

Academic degree: 8th semester

- **Authors of the Final Integrated Project:**

Santiago Washington Sarabia Rivas

Bryan Arturo Guzmán Cabrera

- **Title of the research:**

Translanguaging as a strategy for English vocabulary development

- **General objective:**

To identify how translanguaging in task instruction aid students' English vocabulary development.

- **Specific objectives**

1. To describe the students' perceptions about translanguaging practices on vocabulary development throughout task instruction.
2. To analyse how translanguaging practices adapt to students' English vocabulary development.

Interview protocol - 2023 1st academic period - phase 2: implementation

1. ¿Piensas que la clase en general fue más fácil de seguir con el uso del español?
¿Por qué?
2. ¿Cómo te sentiste cuando se te permitió usar español en tus actividades? ¿Por qué?
3. ¿Pudiste notar alguna diferencia/s en esta clase en comparación a otras? ¿Cuál/es?
4. ¿Piensas que el español te ayudo a entender mejor las nuevas palabras (vocabulario)? ¿cómo?
5. ¿Piensa que clases (de vocabulario) anteriores podrían haber sido más sencillas si se le permitía usar español? ¿Por qué?
6. ¿Te gustaría que en el futuro se te permita usar español para entender mejor el vocabulario en inglés? ¿Por qué?



6. COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes NO

2. What items would you add or erase?

3. What other suggestions would you make to improve this instrument?

Evaluator's Names: Marianita García Alvarez.

ID: 030127097-1

Academic Degree: Magister en Educación y Desarrollo

Signature: [Signature]





Semestre	9no semestre											
Mes	Marzo		Abril		Mayo				Junio			
Semana y horas a cumplir.	3ra	4ta	3ra(12hrs)	4ta(12hrs)	1ra(12hrs)	2da(12hrs)	3ra(12hrs)	4ta(12hrs)	1ra(12hrs)	2da(12hrs)	3ra(12hrs)	4ta(12hrs)
Actividad	14: Primer encuentro con los estudiantes durante la frase de observación. 15: Observación no participativa durante un día normal de	21: Continuar aplicando los protocolos de observación en contextos diarios de clase. 22: Continuar con observacion	18: Presentación ante estudiantes y profesores 19: Primera interacción aplicando la nueva metodología de clase. 20:	25: Tercera interacción donde se observarán y contrastarán comportamientos. Observación de primeras reacciones de alumnos.	2: Reflexión de las notas tomadas en interacciones anteriores. Se tomará una lección de acuerdo al vocabulario aprendido con anterioridad	9: Reflexión de las notas tomadas en interacciones anteriores. 10: Observación del uso del vocabulario de acuerdo al contenido	16: Fiestas patronales 17: Fiestas patronales 18: Fiestas patronales	23: Reflexión de las notas tomadas en interacciones anteriores. Se tomará una lección de acuerdo al vocabulario aprendido con anterioridad	30: Octava interacción donde se implementará el enfoque de la tesis de acuerdo al contenido de clases. 31: Novena interacción y reflexión	6: Onceava interacción donde se implementará el enfoque de la tesis de acuerdo al contenido de clases. Reflexión de las notas tomadas en interacciones	13: Exámenes quimestrales 14: Exámenes quimestrales 15: Treceava interacción donde se entrevistará a los estudiantes con	20: Catorceava interacción y reflexión de las notas tomadas en interacciones anteriores. 21: Quinceava interacción y observación de clases tomando en

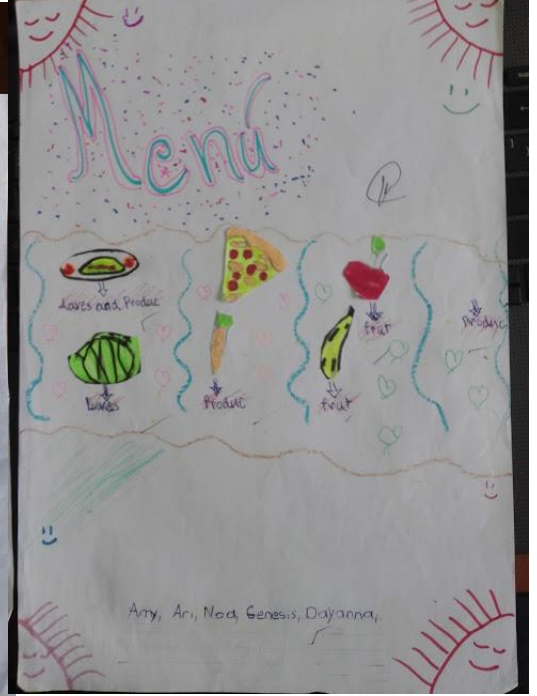
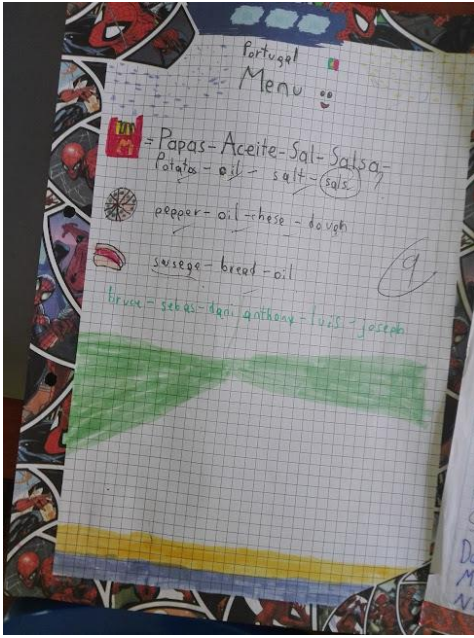


<p>clases. (todos los detalles deben ser considerados)</p> <p>16: Tomar notas reflectivas respecto a los comportamientos e interacciones observadas durante la semana.</p>	<p>es de una clase normal sin ningún tipo de intervención.</p> <p>23: Finalizar la etapa de observación contrastando las notas reflectivas de la primera y segunda semana.</p>	<p>Reflexión acerca de los resultados del día y posterior aplicación de nuevas tareas adaptadas a la metodología de la tesis.</p> <p>Segunda interacción aplicando la nueva metodología de clase.</p>	<p>26: Cuarta interacción. Tomar notas reflectivas y observación participativa de clase.</p> <p>27: Quinta interacción en la cual se volverá a implementar el enfoque de la tesis de acuerdo al contenido de clases. Reflexión de los resultados</p>	<p>.</p> <p>3: Observación del uso del vocabulario de acuerdo al contenido de clase.</p> <p>4: Sexta interacción donde se implementará el enfoque de la tesis de acuerdo al contenido de clases.</p>	<p>de clase.</p> <p>11: Séptima interacción donde se implementará el enfoque de acuerdo al contenido de clases.</p>		<p>.</p> <p>24: Se tomarán notas reflectivas acerca de los acontecimientos sucedidos durante el mes de mayo.</p> <p>25: Últimas observaciones donde se detallará el desarrollo del vocabulario de los estudiantes.</p>	<p>de las notas tomadas en interacciones anteriores donde se decidirá si habrá un cambio de enfoque por el resto del siguiente mes.</p> <p>1: Décima interacción donde se implementará el enfoque de acuerdo al contenido de clases. Se tomarán</p>	<p>anteriores.</p> <p>7: Doceava interacción y observación de clases tomando en cuenta mejoras en el vocabulario.</p> <p>8: Exámenes quimestrales</p>	<p>respecto a sus percepciones de enfoque usando durante prácticas.</p>	<p>cuenta mejoras en el vocabulario.</p> <p>FIN DE AÑO LECTIVO</p>
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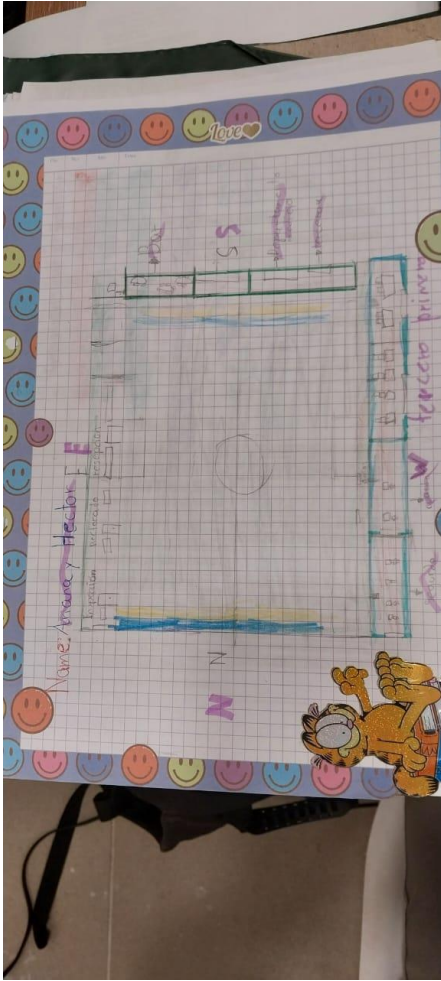
										observados durante la semana.									en cuenta los resultados del mes de mayo.																																											
Días donde habrá practicas (x)	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31	1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23		
											X	X	X			X	X	X				X	X	X				X	X			X	X	X			X	X				X	X	X				X	X	X				X	X	X				X	X	X

Appendix D





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Appendix E

Date:	08-06-2023	Duration:	40 minutes		
Level:	Year 4	# of Students:	20		
Topic:	"FOOD TO GO"				
Skill:	Speaking				
Aims:	To practice new vocabulary words related to food names in addition to the ones they already know.				
Objectives (Expected Learning Outcomes):	By the end of the course students will be able to: <ul style="list-style-type: none"> - use vocabulary words related to different food. - provide a short description of food. 				
Teaching Strategy/ Model/Approach	TBL (Task-based learning)				
Assessment Methods:	Oral presentation (show and tell): Students must share their favorite meal to talk about it using food vocabulary				
Teaching / Learning Materials: (Throughout the entire class)	<ul style="list-style-type: none"> - Vocabulary poster. - Stories (audios related to food) and transcripts - Flashcards - Worksheet (a short story about food) - Worksheet (to write down words for practice) 				
Feedback Methods:	Informal: Students can be guided with short check-ins so that they know how they are developing the tasks while being monitored by the teacher.				
Anticipated Problems and Solutions:	Problems		Solutions		
	<ul style="list-style-type: none"> - Students may not remember some of the words that were taught previously. - Students may not be able to recognize some word sounds to then write them down. . 		<ul style="list-style-type: none"> - Before starting the activities make sure students are recalling the words learnt during class. - Model some words and recall sounds as for the word sound and structure. 		
Timing	Stage Aim	Teacher activity (Procedure)	Student activity (Procedure)	Resources (specific resources for each activity)	Focus (teacher-students interaction)



10 mins	Warm-up	The teacher hands out a template where students have written vocabulary words to be	Students follow the writing provided by the teacher and are asked to replicate the words as model by the teacher	Worksheet	TT-SS: students and teachers write along with each other for the allotted time.
		used in the activity			
5 minutes.	Vocabulary practice	The teacher recalls previous learnt vocabulary	Students must get together in the same groups they worked in the past lessons. They now are to be presented with a game so they can focus on the writing of the words by practicing with the teacher some of the words.	Vocabulary poster	TT: the teacher plays the little game to model students the rules of the game.
5 minutes	Pre-task	After refreshing the vocabulary, the teacher explains the template to be used and the worksheet to be fulfilled. The teacher gives instruction on how to work with it. Then, the teacher shows a video about a meal prep so that students can talk about it. Here the teacher also refers to the food vocab poster to practice the	Students are asked to follow directions to share ideas and recall vocabulary words.	Template Worksheet. And video example.	TT: The teacher acts as the main facilitator at all times.



		words.			
10 minute s	Main task	The teacher shares information about video making. He gives students their previous worked templates to recall words. Then, the teacher guides them to start thinking about the food they want to talk about. The teacher ask students to show and tell	Students are arranged in groups of 5. Then, they need to start planning what they will do and how they will talk about the food they have chosen. They can work individually or in groups for the video recording, but they must share ideas with peers about their favorite food/meal	Worksheet and the video as example (they can use the transcript as well)	SS -TT: Students work by themselves BUT the teacher provides the material (words)
10 minute s	Post		Students present their Videos to the class and shares them. They also present why they have chosen the food items And why they like them.	Students own creations	TT-SS: by letting students present them work the teacher can provide certain feedback or ask for some information after their presentations.
Homework/Future work: (If Required)		none			



Appendix F

Observation Protocol reflective chart. 1

Implementation Date: March 21st

Time: 80 mins

Number Students: 25

Pre-implementation Lesson 1

Description:

Warm up:

- Teacher starts with a Spanish/English anecdote about food related to the children context.
- Students answer the teacher's questions in Spanish, and they seem encouraged to use their L1 to understand words.
- They remembered the vocabulary daily seen in class.

Practice:

- Students react particularly calmly when the vocabulary is introduced to them since it was a day to check previously learned vocabulary.
- When students are working and thinking about answers to the teacher's questions, they seem to be interacting with each other using their L1.
- At the moment of working on the textbook exercises they seem to ask questions in Spanish to understand vocabulary.
- Students attempt to ask for help with some exercises and the teacher answers their questions in

Reflection

Regarding this first interaction, it resulted intriguing to see how students behaved when it came to understanding the vocabulary they have been learning. The willingness of the students was very notorious when they remarked on their lack of understanding of certain English concepts; they also showed engagement in participating at all moments of the class. During the warm-up, they showed interest in the meaningful anecdote with which the teacher introduced the lesson. When it came to the moment in which they started their activities, students seemed to be concerned about the meanings of certain food even though they recently checked them. Students seem to be attracted to meaningful tasks where they can make use of their L1 as a tool for understanding the key vocabulary and help them with vocabulary retention.



English.

- Some students complain that they cannot understand the teacher's answers.
- The teacher seems to be encouraging the use of students' L2 over L1.
- Students request translations for certain words mentioned.

Closing:

- They ask for descriptions and translation for every word on the exercises.
- They completed their activities on the book.
- They most ask for translation.



Appendix G

Semi-structured observation protocol

Translanguaging as a strategy for English vocabulary development integrated project.

2022 2nd academic period and 2023 1st academic period - pre-and post-implementation stage semi-structured observation protocol.

(Section 1) Describe the use of students' L1 on a daily basis within the classroom. (pre-task)

-Do students use their L1?

Yes, they do.

-When do students use their L1?

Mainly to ask peers about the presentation fo the task. Most of them ask the teacher about the vocabulary and the lesson itself in general.

-Do students interact with each other using their L1? How?

Students seem to focus their attention to converse with their classmates. Often times they ask their peers about the words (animals) and if they have pets. All this in Spanish but they mostly talk about the stories (the task) the teacher is explaining. They seem to care a lot about the stories presented.

-What is the teacher's approach towards the use of the students' L1 when teaching? (Does he encourage it?)

The teacher uses a mix of I1 and I2 because the stories are presented by parts. Students often times ask questions or comment about not understanding. In this case, the teacher code switches the stories in parts where vocabulary is focused on specific words. That is, he uses Spanish to refer to the compliment of a sentence and uses English emphasizing the vocabulary words related to the lesson,

-Describe what happens when the new vocabulary is introduced to the students, are there doubts? Do the students understand?

There seems to be no doubts in terms of vocabulary related words. Students seem to not need translation to context for the words. They do present familiarity the context. However, they do get a bit behind finding meaning to the reading. They struggle to find connections of words within the context. By checking understanding students have no trouble following the story. They do have some trouble connecting the story when asked certain details.



-Describe the students' attitude towards talking or participating in class. (Noisy, quiet, talkative students, etc.)

They are interested in the stories and the activities that are linked to them. They interact with the stories by giving their own examples and are always ready to ask or respond questions related to the animals present in the stories.

(Section 2) Describe how students organise when working in groups in task instruction. (While task)

-What are the students' reactions to the task (which asks them to use the new vocabulary)?

They seem to be eager to work on the mural. In this lesson specifically, they showed more interest when they started to bring out the materials.

Curious fact: some students started to comment on their classmates' materials in English. They seem to know enough words about stationary materials. It caught the attention of the teacher, so he let them talk for some minutes. There seems to be use of L1 only to explain materials, but they use English to express ideas. In some cases, they make connections from vocabulary of previous classes to the present vocabulary.

-How do students interact with each other when working in groups? (Do they use their L1? How talkative are they?)

They mainly practice what the teacher tells them to in English. For example, in each vocabulary class there are structures that can go within the vocabulary. Therefore, they practice them. On the contrary, students do use L1 to express their ideas and how they are planning on doing the activity. However, when talking with classmates, they do not mention the key vocabulary words in Spanish (L1) but rather, they practice the work in English when they explain to classmates about the story they are creating.

-Describe how they help each other when they do not understand. (Do they talk? do they tell the teacher?)

They mostly rely on their peers. In this lesson, students were hesitant to ask the teacher about the vocabulary or the task itself. There are times when none of the people in the group would know, then they ask the teacher. Their questions are mostly about how to pronounce the names of the animals (vocabulary) in many of the questions and about what is the meaning of certain expressions or sentences in the stories.

-If it applies, how do students ask for help to understand the new vocabulary? (Do they use their L1 or not?)

In this lesson students seem to copy classmates the sounds and the way they try to relate the words. All the students seem to share stories about pets, animals they know, zoos, or what they know about the animal. By doing this, the students that had trouble, started to get the words by putting it in a story as their way to retain the word. They worked in their models the majority of the time in this sense.

-Does the teacher's help seem to be enough for the students' vocabulary related doubts? Why?



The class seems to go without problems as for moments, the task and the production of the task. The questions about pronunciation were often asked but aside from that, there is nothing else.

(Section 3) Describe the students' understanding and acquisition of new vocabulary. (post-task)

-After working on their assigned tasks, how students have developed their vocabulary understanding?

For their task presentation they have met the goal which was to create their stories. They had some issues with connecting the parts of the story. Most of the times they use I1 as they explain their work. All groups seem to do the same: they are comfortable using I2 for the names of the animals but not so much for explaining the stories.

-According to the students' behaviour, how do students seem to have developed (or not) their vocabulary?

Students seem to be relaxed when using the words, however, they do hesitate to explain and use further vocabulary or express other things. They are comfortable when using the words learnt and provided but they limit their presentations to only that.

Appendix H

Question/Student	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Code
Question 1	<p>Sí, porque yo entendía bastante bien de lo que se trataba. Pienso que es de una manera buena porque es una manera de que nosotros aprendamos mejor.</p>	<p>Si y se me hizo más fácil ya que nos hablábamos más en español y también a veces tu poquito nos entendíamos con algunas palabritas en inglés, pero más a mí se me hizo fácil hablando el español.</p>	<p>Sí, creo que sí. Usar el español ayudó a entender mejor lo que teníamos que hacer en las actividades. A veces, algunas palabras en inglés son difíciles de entender, pero cuando las explicaban en español, todo se volvía más claro.</p>	<p>Sí. Cuando nos hacían pintar estaba divertido porque teníamos que acordarnos de las palabras, pero me acuerdo que mis compañeros no se acordaban de algunas palabras o que debíamos pintar de esas palabras y ustedes nos hacían acuerdo.</p>	<p>Sí, me ayudó. Por ejemplo, cuando hablaban en inglés y luego nos explicaban en español, era más fácil de entender. En ese trabajo de lectura estaba medio difícil, pero si ayudo bastante</p>	<p>Sí, pude seguir todo más fácil como cuando nos hacían hacer actividades donde teníamos que usar el inglés entre nosotros y entender lo que ustedes decían.</p>	<p>Si. Ósea yo pienso que las actividades que hicimos con ustedes fueron bien divertidas, pero creo que con el uso del español pudimos hacerlas de mejor manera en clase.</p>	<p>Making sense tool</p> <p>Translation</p> <p>reading/hard</p> <p>code-switching</p>
Question 2	<p>Pienso que bien porque me da la confianza de aprender y usar el español como ayuda para</p>	<p>Yo me sentí yo me sentí bien porque sería dialogada con mis otros</p>	<p>Me sentí muy bien porque no tenía miedo de equivocarme. A veces, cuando solo</p>	<p>Mejor creo. Sabía que podía entender lo que estábamos haciendo en</p>	<p>Me sentí bien y cómodo cuando pude usar español en las actividades.</p>	<p>Me senti bien porque yo y mis amigos en el grupo estábamos preguntando</p>	<p>Me sentí tranquila ya que al fin podíamos hablar con el resto de lo que no le</p>	<p>Speaking/ Easy</p> <p>Translation</p> <p>Making sense tool</p>



	entender.	compañeros y era más fácil la conversa sí se me hizo fácil ya que por ejemplo a veces entre por ejemplo cuando hacíamos los grupos entre nosotros ya nos íbamos preguntando que no nos que no entendíamos bien ya entre nosotros nos íbamos ayudando.	usamos inglés, me da susto decir algo incorrecto, pero cuando puedo usar español, me siento más seguro y puedo participar más.	la clase, y eso me hizo sentir bien. A veces, en las clases de inglés, me siento un poco perdido, pero cuando puedo usar el español, me siento tranquilo.	No me preocupaba tanto si no entendía una palabra en inglés porque podía preguntar o escuchar la explicación en español.	lo que decía el profe para que acabemos la actividad.	habíamos entendido al profe. Yo no sabía que no yo no tenía muy claras muchas de las palabras que habíamos visto con el profe en las primeras páginas de la unidad.	Confidence
Question 3	Si la verdad es que yo aprendí mejor y también las usé en las clases con el profe.	No porque sí nos sí nos explicaban bien cada cosa y sí me hacía a mí entender no fue peor es porque sería	Sí, en otras clases solo hablamos en inglés y a veces es difícil entender todo. Pero en estas	Sí, noté que en estas actividades podía participar más y entender lo que estaba pasando. En	Sí, en estas clases de inglés, cuando usábamos el español, entendía mejor las palabras	Si ósea cuando nos dijeron que hagamos otro tipo de actividades donde si se nos permitía usar el	La verdad es que otras veces también nos ayudábamos un poco. Pero ahora que el ustedes nos	Listening/Hard Reading/ Hard Translation Making sense tool



		como usted dice íbamos haciendo juguetos que nos hacían divertir a nosotros y con eso Por ejemplo ya no ya te ya un poquito ya íbamos aprendiendo Sí sí me parece bien.	actividades divertidas, cuando usamos español, pude entender mejor las palabras nuevas en inglés. Fue más fácil recordarlas después.	otras clases, a veces me siento confundido porque no entiendo todas las palabras en inglés. Pero cuando usamos el español, puedo seguir mejor las cosas y unirme a mis amigos en las actividades que hicimos con ustedes.	nuevas. En otras clases, solo hablaban en inglés, y a veces me costaba más recordar las palabras.	español pues estaba mejor. Lo que si nos perdimos un poco en esas que teníamos que leer.	dejaron hablar en español creo que nos ayudó cuando hacíamos las actividades.	code-switching
Question 4	Sí me ayuda bastante el español y yo siento que yo aprendo más el inglés usando las palabras en español y diferenciándolas.	Sí, me ayudó por ejemplo sería hablando el español y hablando el inglés dice sí se entendí porque por ejemplo	Sí, el español me ayudó mucho. Cuando el profesor explicaba una palabra en inglés usando el español,	Sí. Cuando escucho una nueva palabra en inglés y no la entiendo, si la escucho en español, puedo entenderla	Sí, me ayudó. Por ejemplo, cuando decían algo en inglés, pero luego nos lo explicaban en español,	A veces si es que como le digo estaba medio difícil esas donde había que leer y yo no sabía que eran algunas palabras. En	Si pienso que antes tenía algunas palabras que aprendimos y vimos en clases que yo no había entendido. Como le dije	Reading/ Hard Translation Making sense tool code-switching speaking/easy



		hablaban en inglés y por ejemplo por ejemplo en el libro decían cosas en inglés, pero nos ya nos decían en español y ya un poquito se nos iban grabando algunas palabras.	podía hacer como que me acuerdo de las palabras que yo digo a mis compañeros y entender el significado más rápido. También, algunas palabras en español son como que iguales a lo que yo digo en español, entonces a mi si me ayuda mucho.	mejor. El español es como una ayuda que me ayuda a saber el significado de las palabras nuevas en inglés.	podía conectar las palabras y eso me ayudaba a recordarlas mejor. Me acuerdo esa vez que jugamos y teníamos que escuchar lo que decían para poder hacer bien la actividad.	el resto en las que hacíamos otras cosas todo bien, pero esas no tanto.	esto ayudo para que yo sepa que estaban diciendo.	listening/easy
Question 5	Algunas clases sí pensé que fuera más sencillas y usar el español, pero todas me han parecido buenas y he aprendido.	Sí se me hacían más fáciles las últimas clases porque sí nos el profesor si nos permitía utilizar el español y	Creo que sí. En clases anteriores, cuando no podíamos usar algunas palabras en español por que no sabíamos lo	Creo que sí. En clases anteriores con el profe, a veces me sentía perdido cuando había muchas	Creo que sí, porque cuando podía usar español, entendía más y me sentía más seguro para aprender las palabras en	Si, porque a veces me confundía mucho con el significado de algunas tarjetas que nos mostraba el profe.	Como le dije capaz en clases anteriores si usábamos entre nosotros, pero creo que si hubiéramos	Translation Making sense tool code-switching Confidence



		también ya íbamos hablando por ahí el inglés con el vocabulario que estábamos aprendiendo y con otros compañeros y nos hizo más fácil.	que eran en inglés o que significaba, a veces me perdía en lo que teníamos que decir usando las que aprendimos. Si supiéramos como conectar las clases al español, habría sido más fácil entender las nuevas palabritas y aprender nuevas palabras en inglés.	palabras nuevas en inglés. En ese caso sí, Si me hubieran permitido usar el español como ahora, podría haber aprendido más fácilmente y no me habría sentido tan confundido.	inglés. Podría haber aprendido más palabras en clases anteriores.		podido entender así hubiera sido más fácil aprender las palabras que veíamos con el profe.	
Question 6	Si, para aprender más idiomas y poder usar el español.	En este caso Yo creo que luego de usar español sería más también hablar el	Sí, me gustaría. Porque así me da más tiempo de ver cómo puedo	Sí, me gustaría mucho creo, o sea, con ustedes me costó	Sí. Cuando usábamos el español hacía que sea más fácil aprender	Sí. Me gusta aprender así. El español me ayudó a entender el inglés, y	Porque estuvo divertido hacerlo así.	Translation Making sense tool code-switching



		inglés Ya solo continuo me haría que yo ya se me quede grabada las palabras y ya vocalice bien.	acordarme de cómo son en español esas palabras. Por ejemplo, me gusta cuando sabemos que significan en español y después jugar con esas mismas palabras en inglés.	entender las partes de leer un poco, pero lo demás me gusta cuando jugamos bingo. Como dije antes, cuando uso el español, me siento más seguro y puedo disfrutar más de las actividades. Además, aprendo mejor cuando puedo entender todo claramente.	nuevas palabras en inglés. Cuando hacemos actividades divertidas, es más emocionante y aprendo mejor.	cuando hacemos actividades divertidas, aprendo sin aburrirme como en las actividades donde teníamos que escribir.		Confidence Reading/hard
Question 7	Si utilicé bastante las el vocabulario y me perdón no sé qué más decir. Y	Sí, me gustó sí me gustó sería toditas las actividades	yo creo que cuando aprendemos nuevas palabras nos	Creo que usar el español en las clases de inglés es	Sí, me gustaría. Con ustedes hacía que sea más fácil	Me gusto aprender cosas nuevas con el español en	Ah no se. O sea, si me gustó mucho todo solo tuve un	Making sense tool code-switching



	<p>me sentí bien, pero había veces que no nos entendíamos entre el grupo.</p>	<p>que ustedes ponían en las horas de clases sí me gustó bien ya que con eso aprendíamos mejor nos íbamos un poquito más amigando con el inglés.</p>	<p>ayuda mucho que usamos español para saber cuáles son y que queremos decir, a veces me gusta que nos expliquen nuestros compañeros de grupo.</p>	<p>bueno. Nos ayudó a entender y aprender más. Las actividades divertidas nos ayudaban cuando podemos seguir todo lo que está pasando.</p>	<p>aprender nuevas palabras en inglés.</p>	<p>las clases de inglés. Hace que todo sea más fácil en especial me gusto cuando teníamos que prestar atención a lo que decían ustedes y si espero que sigamos haciendo esto en el futuro.</p>	<p>poquito de problemas haciendo esas actividades en las que teníamos que leer.</p>	<p>Confidence Reading/hard</p>
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Appendix I

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Not Evident (0)
Vocabulary Usage	Demonstrates an extensive and accurate use of vocabulary words related to food.	Effectively uses a variety of vocabulary words related to food.	Uses some vocabulary words related to food, but lacks variety and accuracy.	Limited use of vocabulary words related to food, resulting in inaccuracies and repetition.	Does not use relevant vocabulary words.
Description Clarity	Provides clear, concise, and detailed descriptions of food items.	Provides clear descriptions of food items with some level of detail.	Provides descriptions of food items, but lacks clarity and detail.	Descriptions of food items are unclear, vague, or incomplete.	Does not provide descriptions of food items.
Communication Skills	Engages in fluent and articulate communication, maintaining proper pace and intonation.	Communicates effectively with minor instances of hesitation. Maintains reasonable pace and intonation.	Communication is somewhat hindered by hesitations, pauses, or inconsistent intonation.	Communication is frequently hindered by hesitations, pauses, or monotone delivery.	Communication is unintelligible or non-existent.
Task Completion	Fully completes the task by creating a video that effectively demonstrates the preparation of food in English.	Completes the task by creating a video that demonstrates the preparation of food in English.	Partially completes the task by creating a video, but lacks coherence or clarity in the demonstration.	Incomplete video demonstration of food preparation, missing essential steps or lacking clarity.	Fails to create a video demonstration of food preparation.



Appendix J

Reading

STUDENTS	50% AVERAGE GRADES	68% AVERAGE GRADES
STUDENT 1	4/10	7/10
STUDENT 2	3/10	6/10
STUDENT 3	5/10	8/10
STUDENT 4	2/10	4/10
STUDENT 5	6/10	10/10
STUDENT 6	3/10	5/10
STUDENT 7	4/10	7/10
STUDENT 8	2/10	4/10
STUDENT 9	5/10	8/10
STUDENT 10	6/10	10/10
STUDENT 11	3/10	6/10
STUDENT 12	4/10	7/10
STUDENT 13	2/10	4/10
STUDENT 14	5/10	8/10
STUDENT 15	6/10	10/10
STUDENT 16	3/10	5/10
STUDENT 17	4/10	7/10
STUDENT 18	2/10	4/10
STUDENT 19	5/10	8/10
STUDENT 20	6/10	10/10
STUDENT 21	3/10	6/10
STUDENT 22	4/10	7/10
STUDENT 23	2/10	4/10
STUDENT 24	5/10	8/10
STUDENT 25	6/10	10/10
STUDENT 26	3/10	5/10
STUDENT 27	4/10	7/10
STUDENT 28	2/10	4/10

Writing

STUDENTS	78% AVERAGE SUCCESS	90% AVERAGE SUCCESS
STUDENT 1	7.44	8.91
STUDENT 2	7.71	8.73
STUDENT 3	7.61	8.82
STUDENT 4	7.82	8.89
STUDENT 5	7.57	8.91
STUDENT 6	7.65	8.83
STUDENT 7	7.50	8.87



STUDENT 8	7.75	8.88
STUDENT 9	7.48	8.90
STUDENT 10	7.90	8.92
STUDENT 11	7.82	8.94
STUDENT 12	7.63	8.96
STUDENT 13	7.55	8.97
STUDENT 14	7.72	8.99
STUDENT 15	7.67	9.01
STUDENT 16	7.49	9.03
STUDENT 17	7.79	9.04
STUDENT 18	7.84	9.06
STUDENT 19	7.53	9.08
STUDENT 20	7.88	9.10
STUDENT 21	7.58	9.12
STUDENT 22	7.70	9.13
STUDENT 23	7.68	9.15
STUDENT 24	7.47	9.17
STUDENT 25	7.76	9.19
STUDENT 26	7.59	9.21
STUDENT 27	7.69	9.23
STUDENT 28	7.53	9.24

Listening

STUDENTS	AVERAGE GRADE (81% SUCCESS)	AVERAGE GRADE (90% SUCCESS)
STUDENT 1	9/10	10/10
STUDENT 2	8/10	9/10
STUDENT 3	10/10	9/10
STUDENT 4	8/10	10/10
STUDENT 5	9/10	9/10
STUDENT 6	9/10	10/10
STUDENT 7	7/10	8/10
STUDENT 8	10/10	10/10
STUDENT 9	8/10	9/10
STUDENT 10	9/10	9/10
STUDENT 11	9/10	10/10
STUDENT 12	7/10	8/10
STUDENT 13	10/10	10/10
STUDENT 14	9/10	9/10
STUDENT 15	8/10	10/10
STUDENT 16	8/10	9/10
STUDENT 17	10/10	9/10
STUDENT 18	7/10	8/10
STUDENT 19	9/10	10/10



STUDENT 20	10/10	9/10
STUDENT 21	8/10	10/10
STUDENT 22	9/10	9/10
STUDENT 23	7/10	8/10
STUDENT 24	9/10	10/10
STUDENT 25	10/10	9/10
STUDENT 26	8/10	10/10
STUDENT 27	10/10	9/10
STUDENT 28	9/10	8/10

Speaking

STUDENTS	92% AVERAGE GRADE	98% AVERAGE GRADE
STUDENT 1	9.2	9.8
STUDENT 2	9.2	9.8
STUDENT 3	9.3	9.9
STUDENT 4	9.2	9.8
STUDENT 5	9.3	9.9
STUDENT 6	9.3	9.9
STUDENT 7	9.1	9.7
STUDENT 8	9.4	10.0
STUDENT 9	9.2	9.8
STUDENT 10	9.5	10.0
STUDENT 11	9.4	10.0
STUDENT 12	9.2	9.8
STUDENT 13	9.3	9.9
STUDENT 14	9.1	9.7
STUDENT 15	9.5	10.0
STUDENT 16	9.3	9.9
STUDENT 17	9.4	10.0
STUDENT 18	9.2	9.8
STUDENT 19	9.5	10.0
STUDENT 20	9.3	9.9
STUDENT 21	9.2	9.8
STUDENT 22	9.2	9.8
STUDENT 23	9.3	9.9
STUDENT 24	9.2	9.8
STUDENT 25	9.3	9.9
STUDENT 26	9.3	9.9
STUDENT 27	9.1	9.7
STUDENT 28	9.4	10.0



Appendix K

Implementation proposal

Objective: The objective of this implementation proposal is to make use of translanguaging strategies in an EFL task-based instruction-oriented classroom to help students develop English vocabulary. When implementing translanguaging strategies in task-based activities, students will have the opportunity to use Their L1 (Spanish) and use it towards their vocabulary retention, helping their vocabulary learning.

The following activities are proposed to implement translanguaging in a TBL-oriented classroom.

Activity 1: Creating a mural.

Objective: To make a vocabulary overview of the whole year by painting a mural which represent all the vocabulary seen.

Materials: Pieces of cardboard, paint, paintbrushes, and pieces of paper.

Procedure (considering TBL structure):

Pre task

- The teacher will start remembering the vocabulary of every unit seen during the school year with the students.
- Students will have to answer the teacher's questions and elicitation.
- The teacher will divide the board by the units and organize every word learned by units.
- The teacher will have four pieces of paper for the students with 2 words for each unit.
- Students will read the pieces of paper.

Task



- The teacher will tell the students that they need to paint a story on pieces of cardboard using all those words.
- Students will agree in their groups on how they are going to organize their stories (Allow them to use their L1)
- The teacher will paste the pieces of cardboard on the wall, and students will start to paint.

Report

- Students will present their murals to the rest of the class and the words they chose to represent.

Activity 2: Making a model

Objective: To support students' animals vocabulary development throughout the creation of models.

Materials: Models templates, slides, flashcards (with animal habitats and animals' names to help students remember), checklist.

Procedure (considering TBL structure):

Pre task

- Students are asked by the teacher to recall the animals they learnt.
- The teacher Explains that the task requires students to think of curious animals and where they think they live.
- Then the teacher divides the groups into 4. Each group should be an animal kingdom or place where they can live (water, land, air, mountain)

Task

- Each group of students should pick the animals based on their habitat



- The teacher guides students with some pictures of ideas as habitats, and different animals, but not the ones they have reviewed. (Allow them to use L1)
- During the task, students shall have animals that belong to that area and do a model of what it would look like
- Students would be given by the teacher a checklist with characteristics so that they can confirm facts about the animals. (Allow them to use L1) when they read the material

Report

- Students gather in groups and they show the other groups their models.
- The teacher then asks them to combine the animals as if they could live in a different place.
- Students say why or why not they could live there.

Activity 3: Creating a poster using short descriptions (professions and where people work).

Objective: To engage students in roleplays of different professions, and demonstrate understanding of basic dialogue structures.

Materials: Picture cards or props representing different professions (e.g., doctor, teacher, firefighter, chef, etc.), Flashcards with vocabulary related to each profession, Costumes or props to enhance roleplaying, Whiteboard or flipchart, Markers, Worksheets for the post-task activity.

Procedure (considering TBL structure):

Pre-task

- The teacher will show the picture cards or props representing different professions to the students.
- The teacher will elicit the names of the professions and ask students if they know what each professional does.



- The teacher will use the flashcards with vocabulary to teach relevant words and phrases related to each profession.
- The students will in a class discussion about the roles and responsibilities of each profession. (Allow them to use Spanish)

Task

- The teacher will divide the students into small groups and assign each group a different profession.
- The teacher will provide costumes or props related to each profession to enhance roleplaying.
- The teacher will explain to the students that their task is to create a short roleplay dialogue where they act out the assigned profession. (Allow them to use their L1)
- The teacher will encourage students to use the vocabulary and phrases they learned during the pre-task stage.
- The students will have to discuss about the vocabulary they will use (Allow them to use their L1) within the vocabulary learnt.

Report

- Ask each group to perform their roleplay or read their dialogue in front of the class.
- After each presentation, have a brief discussion with the whole class about what they observed.
- Ask students to identify the different professions and share what they learned about each one. (For example: the teacher teaches, the builder builds, etc.)
- Distribute worksheets to each student in which they will portray their favorite professions according to the vocabulary.



Activity 4: places of the city in a summer camp game (a story-telling activity)

Objective: To promote camping activities vocabulary understanding to strengthen key words related to outdoor activities learnt during class.

Materials: A creative-like TBL task related to summer camp activities. A template for the brainstorm and flashcards. For the map; some papers and stationery

Procedure (considering TBL structure):

Pre-task

- The teacher will divide students into four main groups.
- Once the students are in the groups, go over the vocabulary learnt. (Allow them to use L1)
- Students will give each group a name. it will serve as their camp members
- Students will explain that they are part of a summer camp, and they must design the activities and its locations in the camp. They also need to write down the professions and their summer camp places.
- Students start to think of what and where to put those activities. (Allow them to use L1)
- The teacher will model an example of a map making sure the key vocabulary is present in a written form.

Task

- During the task, students are given a big-enough paper.
- Students need to discuss in groups and design what activities they want to have in their camp. They can help themselves in the previous template they completed in the pre-task. (Allow them to use L1)



- The teacher visits each group and ask students why and how they are building the camp like that. (Always using the key vocabulary). E.g., “why do you want to have a zip-lining activity?”
- The teacher gives support in each group and feedback if necessary.

Note: the teacher has to make sure students are interacting and using the words (either English or Spanish).

They need to work on a short story that can explain what they have been doing so far in their camp

Report

- Students are asked to share their maps with the class.
- The teacher encourages students by presenting and guessing what activities they have planned first, then, students explain what they have on their papers.
- The teacher provides some feedback (if necessary) and leads a discussion about the menu.

Activity 5: Creating a map of the student’s school to learn the cardinal points.

Objective: To promote the learning of the four cardinal points to locate things within familiar surroundings.

Materials: A piece of paper, slides, a picture of the school, a compass.

Procedure (considering TBL structure):

Pre task

- The teacher will start remembering the students the vocabulary they have already learned about the locations of their school, like restrooms, classrooms, cafeteria, entrance, etc.



- The students will start associating their meaning with a picture shown by the teacher of the different areas of their school.
- Then the teacher will show students a compass and help them not where everything is in relation to the cardinal points shown in the compass.

Task

- The teacher will ask students to take out a sheet of paper and make groups of 3 students to create their maps.
- The teacher will draw a reference scheme of how the school would look on a plain.
- Students will draw and name the places of their school. (Allow them to use their L1).
- Students will answer questions regarding where everything is with reference to the cardinal points.

Report

- Students will present their maps to the rest of the class and explain their logic to answer the questions below as to why they located different words in that specific way.

Activity 6: Bingo story letting

Objective: to promote vocabulary from lessons about animals and places of the city while students fill out a bingo chart that help them recognize familiar words while playing encouraging their listening skills.

Materials: a short story made out by the teacher (authentic material), a bingo worksheet template.

Pre-task

- The teacher will divide students into small groups of four or five.
- The students in the groups, go over the vocabulary learnt. (Allow them to use L1 and L2)



- The teacher will start sharing a made-up story with the kids while they first recognise the vocabulary learnt from previous classes.
- Then the teacher models how to play with the bingo chart using the words provided by the teacher.

Task

- During the task, students are expected to draw and write the words they hear to fill out the bingo chart
- They cannot draw in a different box that has been decided by the whole team
- Once they have written or drawn the expected words, students need to check with the teacher every time they finish one word

Report

- Students are asked to share their worksheets with the other groups every time they finish one
- Students can correct their worksheet only if the whole group agrees with the change before checking the tasks.
- the teacher provides feedback every time students do not get the word correctly and provides feedback in relation to what they hear and think about the answers.

Activity 7: Creating a poster (creating a menu).

Objective: To promote foods vocabulary practice and retention while students create a poster that shows vocabulary learnt during class.

Materials: Flashcards (to make sure students remember vocabulary), a template-example of a menu.

Procedure (considering TBL structure):



Pre-task

- The teacher will divide students into small groups of four or five.
- The students in the groups, go over the vocabulary learnt. (Allow them to use L1)
- The teacher will assign or ask students to choose and think of a country or place where they can find different (from their whereabouts) food. (Allow them to use L1)
- Once students have thought of the place, the teacher models a menu using the template so students can see what is expected.

Task

- During the task, students are expected to brainstorm (in the template), and share ideas about food.
- After all students have shared their food ideas, they need to discuss and choose what they like and don't like. This is to help them use the vocabulary learnt whilst in the task. (Allow them to use L1)
- Students create their menus however they like as for the food, although they do follow the template provided of instructions to make sure the key vocabulary is used within.

Report

- Students are asked to share their menus with the class.
- The teacher explains that for the presentation they must concentrate in showing key vocabulary and where you can find them (the words) in their menu.



- Students present their menu to the class.
- The teacher provides some feedback (if necessary) and leads a discussion about the menu.

Activity 8: Filming my cooking class.

Objective: To promote foods vocabulary throughout the creation of a video in which students teach how to cook a dish with different ingredients.

Materials: The teacher's cell phone, slides, meal preparation videos, template related with food items.

Procedure (considering TBL structure):

Pre task

- Students are shown a series of food that they have and haven't seen or reviewed yet
- The teacher asks what they can remember from all those food items
- On the board, the teacher writes the words students have reviewed to check how many of them they recall. (They are expected to remember all the ones previous learnt and not the ones that were never presented to them but know)
- Once the teacher has the list, students can check and practice a bit more the food items.
- Here, the teacher shows a video of a meal preparation tutorial. Then he explains they are about to become chefs.
- The teacher explains the video and ask students to say if they can recognize food they have seen/reviewed.
- The teacher asks students to form groups of 5 and assign specific meals for each



Task

- Students are given a template with some food related items/words.
- The students need to pick up what food they consider they can do. For this they must discuss the making of the food in level of easy, medium, difficult to make. (Allow them to use L1)
- Students are expected to pick at least 5 ingredients.
- Once they pick the ingredients, give students the chance to decide how they want to present the video.
- Students share ideas and start filming their videos. (Allow them to use L1)

Report

- Students are seated normally as a whole group and the teacher plays the videos they made.
- After each video students should be able to say what food can be found there the one that got all the ingredients correct (vocab words) wins a point.



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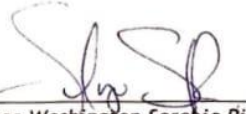
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Yo, Lara Freire Martha Lucia, tutor del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado "Developing vocabulary retention through translanguaging in a task-based-oriented classroom" perteneciente a los estudiantes: Bryan Arturo Guzmán Cabrera CI: 0106938079 y Santiago Washington Sarabia Rivas CI:0302769690. Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 0 % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad.

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