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DE-EVILIZING THE L1: Project-Based Learning and Translanguaging
as an integrative approach to the bilingual learner

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Translanguaging as an integrative approach to the bilingual learner**

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“Tupy, or not tupy that is the question” (Oswald de Andrade, 1928, p. 3).

RESUMO

Apoiando-se nos estudos da Linguística, a área do bilinguismo tradicionalmente descreveu a prática bilíngue sob uma perspectiva formalista, que entende as línguas enquanto sistemas autônomos que funcionam independente do falante (Costa, 2011; Kenedy, 2011). O uso híbrido das línguas, característica marcante do discurso bilíngue, foi, durante muitos anos, descrito como interferência, sendo necessária a correção sistemática para evitar a fossilização do que era entendido como erro (Selinker, 1972). Essas concepções reforçam a tendência de se analisar a fala bilíngue sob uma lente monolíngue, concepção reforçada pelas pedagogias utilizadas no ensino de Línguas Adicionais até décadas recentes, quando se reconheceu a necessidade de celebrar a diversidade linguística de falantes competentes em mais de uma língua. Este ensino, que deveria trazer à tona tensões linguísticas, reforça perspectivas monoglóssicas que hierarquizam e mantêm as línguas sob fronteiras rígidas. Contrária a essa concepção, a translinguagem oferece uma perspectiva integrativa. Tomando como ponto de partida as práticas linguísticas de falantes bilíngues como a norma, e não o contrário (García; Wei, 2014), o uso híbrido das línguas que compõem o repertório dos falantes é celebrado e encorajado como facilitador da comunicação. Em um contexto onde o Método Direto é adotado, como em alguns cursos livres, *i.e.* a língua-alvo é usada para ensinar a própria língua, reforça-se a concepção equivocada de que, para aprender uma nova língua, deve-se abrir mão de usar sua Primeira Língua (L1), para que não ocorra uma interferência negativa no novo sistema que está sendo formado na mente do aprendiz. Entretanto, a prática linguística de falantes bilíngues demonstra vários aspectos da L1 presentes em seus discursos. Neste estudo de caso, analisamos as interações de dois grupos de alunos durante um semestre letivo em um curso de inglês de nível C1 do CEFR em seis atividades pedagógicas sob um currículo da Aprendizagem Baseada em Projetos (ABP). As interações foram gravadas em áudio e posteriormente transcritas para identificar práticas translíngues conscientes e/ou inconscientes. Para entender a translinguagem, as ocorrências de uso do português, tanto explicitamente, quanto nos complexos processamentos metalinguísticos utilizados pelos alunos, foram classificadas segundo vinte metafunções que apontam para a intenção discursiva daquele uso. Visando contrastar as descobertas levantadas pelas gravações, alunos e professores foram convidados a responder um questionário sobre os pontos positivos e negativos do uso do português nas aulas, bem como as medidas adotadas pelos professores para gerenciar tal uso. O movimento translíngue aponta para uma preferência dos alunos para o uso do português com objetivos específicos: marcadores pragmáticos, diálogos cotidianos, pronúncia de substantivos próprios, e para esclarecer e comentar as atividades em curso. Ademais, alunos e professores reconheceram o papel do português como facilitador da aprendizagem, seja para agilizar explicações mais complexas, ou para fortalecer vínculos afetivos. O reconhecimento da L1 como um recurso de aprendizagem contrapõe-se à orientação de sua proibição em sala de aula e destaca sua contribuição no desenvolvimento de competências bilíngues.

Palavras-chave: Aprendizagem Baseada em Projetos; Translinguagem; Bilinguismo.

ABSTRACT

Drawing on studies in Linguistics, the field of bilingualism has traditionally described bilingual practice from a formalist perspective, which views languages as autonomous systems that function independently of the speaker (Costa, 2011; Kenedy, 2011). The hybrid use of languages, a defining feature of bilingual discourse, was for many years described as interference, requiring systematic correction to prevent the fossilization of what was understood as error (Selinker, 1972). These conceptions reinforce the tendency to analyze bilingual speech through a monolingual lens, a view reinforced by pedagogies used in Additional Language teaching until recent decades, when the need to celebrate the linguistic diversity of speakers competent in more than one language was recognized. This teaching, which should highlight linguistic tensions, instead reinforces monoglossic perspectives that hierarchize and maintain rigid boundaries between languages. Contrary to this view, translanguaging offers an integrative perspective. Taking bilingual speakers' linguistic practices as the norm rather than the exception (García; Wei, 2014), the hybrid use of languages that make up speakers' repertoires is celebrated and encouraged as a facilitator of communication. In contexts where the Direct Method is adopted, such as in some language courses, *i.e.* where the target language is used as the language of instruction, the mistaken belief that learning a new language requires abandoning the use of one's First Language (L1) to avoid negative interference in the new system being formed in the learner's mind is reinforced. However, the linguistic practices of bilingual speakers demonstrate various aspects of L1 present in their discourse. In this case study, we analyzed the interactions of two groups of students over one semester in a C1 CEFR-level English course in six pedagogical activities under a Project-Based Learning (PBL) curriculum. The interactions were recorded in audio and later transcribed to identify conscious and/or unconscious translanguaging practices. To understand translanguaging, instances of Portuguese use—both explicitly and in the complex metalinguistic processing employed by students—were classified according to twenty metafunctions that indicate the communicative intent behind such use. To contrast the findings from the recordings, students and teachers were invited to complete a questionnaire on the positive and negative aspects of Portuguese use in class, as well as the measures teachers adopted to manage this usage. The translanguaging movement reveals a preference among students for using Portuguese for specific purposes: pragmatic markers, off-topic conversations, pronunciation of proper nouns, and clarifying and commenting on ongoing activities. Furthermore, both students and teachers recognized the role of Portuguese as a learning facilitator, whether to speed up complex explanations or to strengthen rapport. Recognizing L1 as a learning resource opposes its prohibition in the classroom and highlights its contribution to the development of bilingual competencies.

Key words: Project-Based Learning; Translanguaging; Bilingualism.

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Abbreviation list

ACC: Advanced Conversation Course

AL: Additional Language

CEFR: Common European Framework of Reference for Languages

EFL: English as a Foreign Language

ESL: English as a Second Language

G1: Group 1

G2: Group 2

L1: First Language

L2: Second Language

NL: Native Language

PBL: Project-Based Learning

PBLL: Project-Based Language Learning

PM: Pragmatic Marker

SFL: Systemic Functional Linguistics

SLA: Second Language Acquisition

TOT: Tip-of-the-tong

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1 INTRODUCTION

In a technologically-enhanced era such as in the current century, it is less and less relevant to discuss languages as whole, autonomous systems that function independently from their users (Cook, 1999; García, 2009; García; Flores, 2012; García; Wei, 2014; Canagarajah, 2017). Especially due to the USA's economic and cultural expansion around the globe, there has been, more than an interest, a necessity to speak English in order to actively take part in global communication.

Learning a new language is a complex deed and there is a multiplicity of variables that can result in different levels of proficiency and hybridity of language production in bilingual individuals. Different lenses are used to interpret this phenomenon based on the language epistemology involved in the discussion. In the following paragraphs, we discuss some of these different approaches.

Structuralist and Generativist's interpretation of language understand it as being autonomous systems that are stored in the mind of the speaker and function independently (Costa, 2011; Kenedy, 2011), and being proficient in a language meant to develop linguistic competence (Leffa; Irala, 2014). Under this approach, bilingual speakers have two different systems stored in their mind, and each must not interfere in one another. Any type of "interference" resulting from contact of one system with the other is interpreted as an error, which should be systematically corrected. In the 1970s, this led to the development of the Interlanguage theory by Selinker (1972).

Selinker (1972) recognized that when learning a new language, students started developing a second system in their minds, which contained different elements from their L1. Because learners' utterances differed from those of native speakers', Selinker (1972) proposed that a new system was formed. This new system, called interlanguage, contained elements that did not come from L1 or L2. Rather, it was formed based on areas of contact of both languages, which is, in fact, the naturally occurring process of a learner making inferences and experimenting with the language. Logically, these inferences come from one's L1, which is the language used to interpret the world. The ideal language use, according to this theory, would be to use one language at a time, switching on and off the other one. This idea led to investigations in an area that became known as codeswitching.

Codeswitching scholars interpret bilingualism, the same way as the concept of Interlanguage, from a separatist perspective. Languages learned are stored apart from each other in the bilingual mind, and one would alternate codes depending on the necessity. It is important

to highlight that both conceptions discourage hybrid use, and interpret them as a failure in the learning process and as an error. Therefore, languages should be preserved intact and free from contact with each other. Because of this separatist perspective on languages, the term dual bilingualism is used to refer to the phenomenon (García; Flores, 2012). These perspectives differ greatly from actual bilingual use, which is, as a rule, hybrid in nature. The mere observation of the interactions of bilingual speakers can attest to the multitude of metalinguistic processes operating beneath the surface of language use, thereby highlighting the need for a shift in perspective.

García and Wei (2014, p. 7-8) discuss the fact that languages are much more than a resource which is used for communication. Instead, it is a continuous process. People do not *use* language to communicate. Instead, they *language* between a semiotic repertoire that is shaped by the speakers and their interlocutors to adequate the message one wants to convey. Language is not a system, a noun; it is, actually, an action, a verb. Linguaging is a dynamic process that bilinguals use to communicate, accessing multiple semiotic resources from a single repertoire. This single repertoire that is formed since the learning of an L1 is enriched with elements from any Additional Language (AL) learned simultaneously or after it. Language users would, then, translanguage, *i.e.* transform the languages and generate new language practices, meanings and grammars, which move away from an error perspective. This new positioning regarding bilingual language use is called translanguaging (García; Wei, 2014; Canagarajah, 2017).

This study sprung out of necessity. Teaching English in a language course in the suburbs of Rio de Janeiro, Brazil, it is sensible to suppose that learners share the same L1, Portuguese. However, due to the company policy, teachers are required to adopt the Direct Method to teach, *i.e.* English is both the target language and the language of instruction (further details will be discussed in the theoretical framework chapter), and avoid Portuguese at all costs. Even under this restrictive pedagogy, Portuguese is nonetheless used by both learners and teachers, which aroused the interest in investigating what motivates the use of L1 in class.

This study, then focuses on a classroom environment, in which a pedagogical intention is at place. Observing learners' production of L2 in the classroom, many elements of their L1 can be attested, which point to different metafunctions¹ exerted by it in their speech. To gain

¹ In this research, "metafunction" is not being used the same way as in Systemic Functional Linguistics (SFL). As Asp (2017) puts it, "[...] SFL models posit intrinsic functionality: that linguistic systems naturally cluster into networks whose boundaries are specified by broad metafunctions common to all natural languages" (p. 32). Oversimplifying it, in SFL, linguistic systems are seen as being organized under broad metafunctions, which adult

insight on the phenomenon, two groups of C1 CEFR-level students were recorded performing six tasks along the second semester of 2024 when they studied the first of a two-semester course under a Project-Based Learning (PBL) curriculum. The use of PBL as the pedagogy naturally paves the ground for translanguaging to emerge, given that mobilizations of knowledge from various fields, and negotiations of meaning take place as the work progresses. Activities ranged from pair to group work, and the recordings aimed at determining the metafunctions that Portuguese, learners' L1, played in the negotiation of meaning happening in classroom interaction with pedagogical purposes. Even though Portuguese use had been frowned upon along the whole course, learners had the chance to gain a new perspective when they were invited to take part in this study and introduced to the fact that L1 can be our ally in the learning process.

To validate the findings, learners were also invited to answer a semi-open questionnaire to explain and analyze the use of Portuguese in class, which was contrasted with the professional view of the other teachers working in the same language school.

Having briefly outlined and described the principles of this study, we are able to establish its main objective, which is to contribute to the understanding of the use of L1 by learners in advanced levels of English as an Additional Language. To achieve it, the following specific objectives guided the carrying of this research:

- a) Analyze learners interacting in class under a PBL curriculum to gain insight on the situations or factors that determine translanguaging;
- b) Analyze learners' assessment of the use of L1 in class and how it relates to their learning;
- c) Analyze how teachers view the use of L1 in class, as well as the procedures utilized to either incentivize or limit its use;
- d) Contrast learners' and teachers' views on the subject.

To reach these objectives, the following research questions were formulated:

- 1) What situations or factors determine learners' selection of linguistic features in their repertoire in the process of negotiating meaning during classroom interaction?
- 2) How do learners assess the use of L1 in class?
- 3) How do teachers assess the use of L1 in class?

speakers juxtapose to act upon communication. In this study, the term "metafunction" refers to the labels that explain the purpose of L1 in learners' utterances in the recorded activities during an English as an Additional Language class.

Translanguaging, as a liberating view on bilingual language practice, must be studied in order to validate the conception that L1 does not play an intruder role in the classroom. Instead, it should be viewed as a support to the learning process, especially in an environment where all participants share Portuguese as their L1. As Cook (1999, p. 202) regrets, the “[use] of the L1 is seen not as desirable but as a necessary evil”. Accordingly, it is important to bring visibility to the benefits of the use of L1 as a naturally-occurring phenomenon in Second Language Acquisition (SLA), and that banning it from the classroom is “a waste of time and resource” (Krause-Lemke, 2020, p. 2084).

To demonstrate that, this study will address a gap in the literature that calls for further investigations on more advanced linguistic proficiency students’ translanguaging instances (Akbar; Taqi, 2020; Carroll; Morales, 2016) when subjected to a PBL curriculum in an environment where only English is expected.

This study hopes to be food for thought to teachers acting in the teaching of ALs, and that it can be transformative to their beliefs and practices, so we can “exorcize the demon” haunting the L1 in the classroom. Next, we present the structure of this dissertation.

This dissertation is organized as follows: This first chapter, the introduction, has presented the background information that motivated the carrying out of this study, as well as its objectives, and the structure of the dissertation. The second chapter refers to the theoretical framework informing this research, and is divided into two sections: i) Project-Based Learning (PBL); and ii) Translanguaging. After that, the third chapter presents the methodology under which this study was conducted, and is divided into five sections: i) Qualitative research; ii) Case Study; iii) The case under study; iv) Data collection and ethical procedures; and v) Data categorization. The fourth chapter contains the analysis of the data collected for this research and is divided into three sections: i) Analysis of class recordings; ii) Analysis of students’ questionnaire; and iii) Analysis of teachers’ questionnaire. Lastly, the sixth chapter presents the conclusions drawn from the study carried out. The transcription of all recorded activities is provided at the end of the dissertation for full reference and more context on the excerpts quoted in the analysis.

Next, we present the theoretical framework that guided the discussion in this study.

2 THEORETICAL FRAMEWORK

In this chapter, we discuss the theories informing the development and analysis present in this dissertation. It is organized into two sections: i) Project-Based Learning (PBL); and ii) Translanguaging.

The first section discusses Project-Based Learning (PBL), the pedagogical approach used in the recorded classes. The second section traces the development of bilingual studies, culminating in the concept of translanguaging, which serves as the theoretical framework for analyzing learner language in this study.

2.1 Project-Based Learning (PBL)

Project-Based Learning's (hereafter PBL) ideas have been in practice since the 1880s (Cope; Kalantzis, 2015; Wurdinger, 2016; Vianini, 2024), although not under the current terminology. Its origins are traced back to William Heard Kilpatrick's project method from 1918, which is based on Dewey's six patterns of inquiry, whose theory explanation describes a similar movement to that of the scientific method: "Dewey explained that a relevant problem causes perplexity and desire to find an answer (step one), which is then followed by creating a plan (step two), testing the plan against reality (step three), and reflecting on its worth (step four)" (Wurdinger, 2016, p. 25). The author also singles out the fact that Kilpatrick made the confusion that anything that was initiated by students could be considered a project, which is not really the case. But one thing, for certain, differentiates PBL from the Didactic Pedagogy, given that the latter "position[s] students as passive recipients of knowledge and compliant objects of authority" (Cope; Kalantzis, 2015, p. 7).

It is important to highlight that PBL is not simply a teaching method or practice, but, rather, "a sophisticated educational approach that has deeper foundations of educational thoughts that must be studied and appreciated" (Beckett; Slater; Mohan, 2020, p. 4).

On that matter, it is important to clarify the differences between an approach and a teaching method. As discussed by Stemposki Filho (2020), an approach consists of a series of philosophical beliefs pertaining to the language and the teaching of languages, which determine the premises to be followed when deciding how to teach. These are based on a number of studies that verify the applicability and validity of pedagogical practices. On the other hand, methods are the "how-tos" of teaching. They represent the actions taken and the activities carried out, for example, by the teacher, in order for the learning to happen.

Because of the word “project” in Project-Based Learning, a lot of misconception has emerged regarding its use as an approach to teaching. Students can develop a project, and still not be studying under a PBL curriculum. It is paramount, then, to clarify the differences between one and another. Vianini (2024) differentiates “projects” from “PBL” by resorting to a food metaphor: PBL is the main course, in which all combinations of ingredients, spices and flavors serve the purpose of the experience obtained from tasting the dish. A project, however, is merely dessert. It is part of the eating experience for sure, but it is only the last moment, after the climax has been reached, and it signals the whole meal has come to an end. That means that PBL is the whole curriculum, composed of various moments and different activities that *culminate* in a project, which is the final product of a series of classes.

Wurdinger (2016) reports that PBL had been being used in the Massachusetts Institute of Technology at around 1864, and expanded its reach to High Schools, where more manual works and crafts, such as “carpentry, ironwork, cooking, and sewing courses” (p. 14), were practiced. Perhaps because the final products created in the High School courses are very observable as physical pieces, the aforementioned misconception started to arise. PBL, as a teaching approach, however, is far more complex than simply having a product to showcase.

The approach “promotes learner-centered teaching through investigative, interactive, and creative activities extending beyond the classroom” (Kemaloglu-Er; Sahin, 2022, p. 36). With that, learners “actively engage in the learning process by in-depth investigation, analyzing data, solving problems, generating conclusions, creating products, and sharing knowledge [...]” (Kemaloglu-Er; Sahin, 2022, p. 36), which “engage students in deeper learning by using language as a resource or tool to learn more language, content, and various skills [...] with and/or through technology tools [...] in authentic contexts” (Beckett; Slater; Mohan, 2020, p. 5-6). Creating successful projects is no easy task, nonetheless. Vianini (2024) points to the [National Foreign Language Resource Center \(NFLRC\)](#) (University Of Hawai'i At Manoa, 2025) website as a resourceful page for teachers seeking to implement a PBL curriculum in their classes. Another great resource is the Buck Institute of Education’s website [PBLWorks](#) (Buck Institute For Education, 2025). Their blog entry “[Gold Standard PBL: Essential Project Design Elements](#)” (Buck Institute For Education, 2023) discusses the 7 elements of a successful project design: i) challenging problem or question; ii) sustained inquiry; iii) authenticity; iv) student voice and choice; v) reflection; vi) critique and revision; and vii) public product.

The first element, “challenging problem or question”, is the core of the project. Through the use of a “driving question”, which should not be straightforward to answer, or the proposal

of a problem, learners are intrigued to seek solutions. These need to be aligned to the learning objectives of the project itself and must necessarily be connected to learners' interests, identities and communities, so that the project has a purpose, and students can actually engage in tackling the proposed situation (Buck Institute For Education, 2023). The problem could be a concrete one, such as *how could transport be improved in Nova Iguaçu in rush hours?*, or an abstract one, such as *is studying English relevant to people who live in rural areas of the country?* These questions are fairly complex ones, but contain a high enough challenge so as to require students' reflection and research to build arguments, but not so complex as to become not feasible. Balancing the level of the driving question is a determining factor for the success of the project, for a far too complex question can backfire and generate, instead of engagement, frustration and bad quality work.

The second element, "sustained inquiry", discusses the process of building knowledge in order to answer the driving question or the problem investigated. This is the reason why it is important that the question be well-balanced to generate interest and require investigation that goes beyond a simple look-up in a dictionary, or book, or quick internet research. By investigating a matter on a deeper level, learners retain information that lasts longer than the simple sitting down and receiving information from a lecture, because collected knowledge serves the sole purpose of solving a problem. Learners co-construct and retain information because they apply it to a situation that is real (Buck Institute For Education, 2023).

The third element, "authenticity", helps learners bridge the gap between academic learning and practical use of the acquired knowledge. The situations addressed are based on real-world problems. The idea of "real-world" can relate to the context, in terms of physical location, or contain actual processes of the world, or have real-world impact, or the final product can be somehow utilized or experienced by the community (Buck Institute For Education, 2023). It goes beyond the theoretical knowledge taught by traditional pedagogies, which is certainly important for the development of mental faculties that will be made use of by learners, but lacks a more practical, hands-on aspect.

The fourth element, "student voice and choice", refers to the fact that, in PBL, knowledge is decentralized from the teacher's hand. Learner's experiences, opinions, preferences need to be taken into account when designing the project. They need to be given control over several parts of the project in order to actually relate what is being learned to their worlds. That brings the feeling of ownership over what is created, and delegates positions of leadership and responsibility (Buck Institute For Education, 2023). Additionally, learners have

a chance to mobilize their strengths to aid peers in need, and learn from each other's weaknesses, and find ways to overcome them. Hence, there is a need for a shift in the classroom dynamics and culture.

Wurdinger (2016) and Dib (2021) discuss the different roles that both students and the teacher need to assume if a PBL curriculum is under practice. Wurdinger (2016, p. 31) makes the point that

The role of the educator is a facilitator or guide with the purpose founded in guiding students in designing meaningful projects and allowing them time to complete and demonstrate their comprehension to an audience of peers.

Students become active participants with this teaching approach and need to understand that a different culture combined with a set of expectations is a beneficial way to learn. Changing the classroom culture requires a change in the educator's role and the student's role, as well as a change in the classroom structure.

In sum, as he posits, "Educators are not the center of attention in the classroom; student learning is" (Wurdinger, 2016, p. 31). Dib (2021) reinforces that and comments that students are in a central position, and must display an active attitude toward learning, while the teacher should serve as a support giver, supervise, and incentivize students in order to deepen the knowledge being co-built by learners. Those circumstances are pivotal for the appropriate application of the fourth element discussed in the previous paragraph.

The fifth element, "reflection", needs to be taken into consideration and to occur along all steps of the project under development. Learners and teachers need to assess what is being learned, how this learning is happening, and the adequacy of that to the final goal of the project. Even though it should be incorporated during assessment phases of the execution of the project, it is also important that unassessed, reflective moments happen in order to highlight that learning is in fact taking place, only not as the traditional model suggests. There is a tendency among students not to recognize learning if they are not constantly taking traditional assessment activities, such as writing papers, taking quizzes and sit-tests. It is important, hence, to demonstrate to learners that progress is being made and that they are actually learning something at a much deeper level than they would were traditional pedagogies being used. These reflective moments provide a solid ground to have students connect what is being learned to real-life applications of that content, which in turn generates a strong sense of achievement and information retention.

The sixth element, "critique and revision" touches a topic that can be rather sensitive. Feedback needs to be given along the way so the final product of the project is in fact one to be proud of, and an appropriate one to be showcased. Providing feedback is much easier for teachers and specialists, for they are trained for that, but peer feedback is challenging and is a

crucial life skill that needs to be developed. However challenging, it is necessary to train students on how to provide effective and constructive feedback, so their peers know exactly what needs to be improved, and PBL offers a great opportunity to make that training happen. Students should be required to critique others' work and offer suggestions for improvement that are specific enough, and that come from reflection. Teachers need to guide this process initially by creating, for instance, rubrics that are specific to assess the quality of the steps taken. Given time and practice, learners will develop the ability to do so appropriately and effectively. It is important to highlight that, while giving feedback, learners are thinking critically about each other's work and end up seeing areas of improvement in their own work. It's a win-win situation, in which learners help their peers, but also have a chance to reflect upon their production on a deeper level. The teacher also plays an important role in the refinement of the confection of the final product, and guarantees it is adequate, and that it reaches the initial goal of the whole project. During feedback moments, learners have the chance to edit and improve the work they have produced, and tackle the details needed in order to reach gold standards. In turn, that generates a sense of responsibility and the realization that there is more than the right/wrong dichotomy, and that in every work there is always room for improvement.

The last element, "public product" reinforces that, far more than reaching a teaching objective, there is a final product that can return to society the knowledge co-built along the classes. This product needs to be a physical one, but can assume many different forms and shapes: a book, an *e-book*, a poster, a pamphlet, a video, a podcast, an oral presentation, a science fair, a poem, a song... the list is infinite. The created product is a way of making learning visible, that can be showcased to the family, the school and social community, building a learning environment that can accommodate various members of a given group and integrate them into learners' school lives.

All these elements are extremely important to prepare learners to be citizens of the world, who can think and act critically in their communities to solve problems in various areas of life, mobilizing knowledge from a multiplicity of subjects. In doing so, learners engage in negotiation of meanings that go beyond the scope of language classes.

Although PBL as a pedagogy has sprung centuries ago, only in the 1960s and 1970s has it been introduced to the field of Second Language Education (Beckett; Slater; Mohan, 2020). That is of great importance for learners because it

encourages authentic target language use in classroom settings in relevance to the lives of students, [...] and autonomy, and it brings about several benefits to L2 classrooms including improved language, academic and real-life skills,

repeated opportunities for interaction, and intensity of motivation, engagement, creativity, and enjoyment (Kemaloglu-er; Sahin, 2022, p. 36 - 37).

In the previous quoted excerpt, the authors use the phrase “authentic target language use”. But what causes the use of target language to be authentic? Aligned with the premise that one starts learning a new language in order to be bilingual, and not to have monolingual-like competence, it is important to highlight the fact that authentic use of language is the use of all languages known by a person as a tool for communication (Carpenter; Matsugo, 2020). In Carpenter and Matsugo’s (2020, p. 52) words, “[...] authentic language use for EFL students is by its very nature multilingual language use and [...] the value of integrated teaching practices such as [Project-Based Language Learning] PBL maximizes the environmental support structures that facilitate SLA when students’ multilingualism is taken into account”. In this citation, PBL gives place to PBL, which is short for Project-Based Language Learning (hereafter PBL). In the next paragraphs, we discuss elements that integrate PBL beyond PBL.

NFLRC (University Of Hawai'i At Manoa, 2025) offers the following definition of PBL:

[...] [it is] a transformative learning experience designed to engage language learners with real-world issues and meaningful target language use through the construction of products that have an authentic purpose and that are shared with an audience that extends beyond the instructional setting [...] [through the use of] a series of language learning tasks that are articulated toward a common goal: the construction of a public product representing a response to a challenging problem or question.

As can be seen by the above excerpt, what differs one from another is the fact that, in PBL, there are language activities that bring to the classroom setting meaningful uses for the language, and the language task themselves are articulated so as to serve the purpose of helping learners develop the project, rather than abstract linguistic concepts, such as “the use of verb tense X”, or “a list of words”. This is important because, as Stemposki Filho (2020) discusses, learners are connected all the time through their phones, and in order to actively act upon the worlds they are inserted in, their linguistic needs go beyond formulaic expressions learned from coursebooks. The focus on language is the paramount difference of PBL curriculum over PBL alone (Vianini, 2024).

Vianini (2024) presents three key components to emphasize in order to add the language element as part of the focus in the PBL curriculum: i) communication (proficiency); ii) culture and comparisons (pragmatics and interculturality); and iii) content and communities (abilities and 21st Century skills).

In the first component, there is a need to try to create meaningful uses of the target-language while learners look for information and investigate the problem or question being worked with in the project; in the second, learners should be able to use language effectively to communicate the intended message considering intercultural elements, which differ one language from another, and the pragmatics of the use of language; the last element needs to be emphasized to grant the project the necessary cultural context for the learners to develop linguistically.

Since its conception, many studies have verified the validity and benefits of working with projects (Carvalho; Freitas; Callegario, 2018; Camargo, 2021; Oliveira, 2019; Jordão, 2014; Kemalglu-Er; Sahin, 2022; Yacomán; Diaz, 2019 to name a few). In the following paragraphs, we report results found in a series of articles that applied the pedagogy to teach various fields of knowledge.

Kemaloglu-Er and Sahin (2022) report on a case study carried out in a rural state school in a village in Turkey. After being subjected to the study, students demonstrated improved linguistic repertoire, developed new learning strategies and acquired new computer abilities to produce project work. Similarly, Camargo (2021) demonstrated how a project helped students learn both content and language simultaneously. By integrating the real-life problem of global warming, learners were able to engage in meaningful activities, and gain a sense of achievement by working on challenging listening activities.

In a similar fashion, Carvalho, Freitas and Callegario (2018) describe a project run in a private school in Vitória, ES, which integrated interdisciplinary and collaborative work to have students develop a product in all stages of its production. By combining Chemistry, Arts, Informatics, English and Spanish, learners were able to develop their own line of cosmetics from start to finish and mobilize knowledge from various areas, as well as develop skills such as researching, problem-solving and negotiating meaning, at the same time as they learned school subjects.

All these benefits, however, come at the expense of a lot of work. Kemalglu-Er and Sahin (2022) mention students' reports of being constantly overwhelmed with the heavy workload in preparation for oral presentations. Oliveria (2019) reached the same results with three groups of students pursuing a language teaching degree. In her doctoral thesis, the project under investigation revealed that students reported difficulties reconciling their work schedules with interviews and other challenges related to the project.

A different limitation of project work, especially when it comes to learning a new language, was described by Yacomán and Díaz (2019). The study, carried out in a private school in Chile with thirty students aged 15-16, revealed that

learners don't speak English while working on a project under a PBL approach [...]. It was also noted that there is a lack of specific oral tasks during the lessons that are part of the complete development of a project. Therefore, students can't really develop speaking skills in a complete way (p. 2, this and all subsequent translations are ours)².

Because of that, a greater use of L1 was made during the class. It so happens that Spanish was the language learners had acquired in childhood, and, thus, felt more comfortable using it. The researchers highlight the fact that, nonetheless, “both languages were used throughout the lesson. Even when English was used at a higher rate, students still used Spanish, especially when the teacher was not around to monitor their task and performance directly” (Yacomán; Díaz, 2019, p. 8, our translation)³.

The very fact that learners used L1 when not being monitored is enough proof that trying to silence L1 in class is downright purposeless. Krause-Lemke (2020) defend that “[...] when working in a multilingual context [...], to use monolingual strategies constitutes a waste of linguistic resources and knowledge”⁴ (p. 2084, our translation). Yacomán and Díaz (2019) have pointed out that even though learners may not use L2 during the whole class, that does not imply a lack of knowledge. Rather, it is about how much they are inclined to use the language to communicate. Contrary to the widespread view, this does not mean a failure in the learning process. PBL and PBLL are invaluable pedagogies for learning languages and have learners develop linguistically while using their L1s as a resource, especially when they share the same one. As Carpenter and Matsugu (2020) put it “[...] PBLL classes are by nature translanguaging spaces” (an entirely dedicated section on translanguaging will follow). For that very reason, the study reported in this research adopted PBL as the rationale to organize the course taught. The results discussed derive from activities prior to the culmination of the project, and served various different purposes in the lessons. But, first, it is essential to discuss what is understood

² Original excerpt: “Em outras palavras, os alunos não falam inglês ao desenvolver um projeto sob uma abordagem ABP [...]. Também foi notado que há uma ausência de tarefas orais específicas durante as lições que fazem parte do processo completo de desenvolvimento de um projeto de língua. Portanto, os alunos não podem realmente desenvolver a fala de forma completa” (Yacomán & Díaz, 2019, p. 2).

³ Original excerpt: “Ambos os idiomas foram usados ao longo da lição. Mesmo quando o inglês era usado com mais frequência, os alunos ainda usavam o espanhol, especialmente quando o professor não estava por perto para monitorar diretamente sua tarefa e desempenho” (Yacomán & Díaz, 2019, p. 8).

⁴ From the original: “[...] ao trabalhar em um contexto multilinguístico e usar de estratégias monolíngues constitui-se em um desperdício de recursos linguísticos e de conhecimento” (Krause-Lemke, 2020, p. 2084).

by translanguaging, how it differs from codeswitching and how we deal with the traditional idea of errors in this research.

2.2 Translanguaging

Linguistic theory, since the consolidation of Linguistics as a Science, has traditionally described languages as whole autonomous systems that function independent of the speaker, or the context (Costa, 2011; Kenedy, 2011; García; Flores, 2012; Flores, 2013; García; Wei, 2014; Leffa; Irala, 2014; Canagarajah, 2017). These ideas have been the *status quo* of studies in the field for many years, and, consequently, bilingual competence has been examined under the same lens. In the following paragraphs, we briefly examine what has been theorized in the realm of bilingualism until the more recent multilingual turn (García; Wei, 2014; Canagarajah, 2017) that led to the conceptualization of translanguaging, the main theory behind this research.

As mentioned earlier, different epistemological views on language have shaped the studies of bilingualism and determined the lens which is used to interpret bilingual utterances. Additionally, the context in which languages were taught and learned generated the emergence of different concepts, ideologies and pedagogies for the teaching of Additional Languages⁵ (hereafter AL). In this research, we discuss the teaching of English as an AL.

English as a Foreign Language (EFL) refers to the teaching of English in a context outside anglophone countries. Content is taught based on a monoglossic ideology, *i.e.* content derives from language practices of monolingual speakers, and can only be learned after a First Language (L1) has been developed, and the objective is that of adding another linguist system to one's repertoire. This idea became known as additive bilingualism (García; Flores, 2012). The term Native Language (NL) has also been used to describe L1, but advancements in the field of bilingualism and especially because of the greater physical and digital mobility experienced since the late 20th century, have rendered the term inappropriate. The idea of a NL derives from a nation-state argument of protecting the national from what is foreign to avoid contamination from outsiders.

Due to the increased number of migrational movements around the globe, especially to the United States, in the last decades, a number of English as a Second Language (ESL) programs have emerged. ESL programs teach English to be used in the same geographical

⁵ We side with Ramos's (2021) view that Additional Language is a more appropriate term to refer to all languages learned after the development of (a) first language(s) (L1). However, to adequate the discussion to the terms utilized back when the concepts were initially published, the necessary distinctions will be made.

location, *i.e.* English is taught in an anglophone context, still based on a monoglossic view of language. The Direct Method is generally the first choice in this situation. This method preaches the use of L2 as the language of instruction to generate enough input so that learners achieve L2 proficiency. Since the objective is for migrants to abandon their home language and adopt the language of the majority as their sole linguistic practice, using L1 is mostly frowned upon, even in classroom contexts where learners share the same L1. Because of the intention of eliminating one's L1 in favour of an L2, this became known as subtractive bilingualism (García; Flores, 2012). In the language classroom, the use of L1 is ultimately banned. Attempts at reproducing the context of ESL in non-anglophone contexts led language schools to sell an "immersive experience" of learning that adopts the Direct Method and teaches English using it as the language of instruction.

Both conceptions, however, relate to a monoglossic view of language, that posits that languages are separate systems in the mind of the bilingual speaker, and their alternation from one code to another is a signal of cognitive deficiency or that the learning was ineffective (García; Wei, 2014). This phenomenon of alternating between codes was named codeswitching. More specifically, Lin and Li (2012) explain that this alternation of codes happens at the same "stretch of discourse" (p. 470). There is, however, a distinction, although not consensual, between codeswitching (CS) and codemixing (CM) (Lin; Li, 2012; Boeschoten, 1998; Temesgen; Hailu, 2022). The first refers to alternation of codes at an inter-sentential level, *i.e.* in-between sentences, and the second at an intra-sentential level, *i.e.* inside a clause. When mentioned in this study, the term codeswitching (CS) will be used as an umbrella term to refer to the phenomenon at both levels, as it is used in the literature.

Lin and Li (2012) discuss how investigations on CS have evolved from the classroom environment in which learner language was perceived as deficient to accommodate a more sociolinguistically oriented approach that recognizes learners' switching languages for communication purposes. However, a separatist ideology still exists, which perceives languages as whole, autonomous systems stored and kept apart in the bilingual mind. Bilingualism is perceived as a dual skill, and each system should be preserved intact and free of interference. This idea of interference was well explored and discussed by the Interlanguage theory.

During the 1970s, the Interlanguage theory, proposed by Selinker (1972), was widely used in the Second Language Acquisition (SLA) field to describe learner language that was understood as deviant from the norm. The theory also recognized two systems: an L1, which was the learner's Native Language (NL) and an L2, which was the one they were trying to learn.

The fact that learners' utterances in L2 were not identical to those of native speakers' suggested the existence of a third linguistic system, one formed by an intersection of L1 and L2, due to the interference of the learners' NL when attempting to communicate concepts already formed in their L1. These utterances could undergo the process of fossilization, if not systematically addressed, and accommodate themselves in learners' production until the L2 system readapted and corrected itself.

The problem is that this theory sees languages as linguistic systems that should be preserved intact and not deviate from the so-called norm. In real life, however, languages serve as a means to communicate and negotiate meaning and are, in fact, hybrid (García, 2009; García; Wei, 2014; Canagarajah, 2017), making the theory inadequate to explain the phenomena observed in learners' production.

The observation of actual bilingual language use, however, called for a change in this epistemological view. This shift became known as the multilingual turn (García; Wei, 2014; Canagarajah, 2017). García and Wei (2014, p. 8-9) discuss that the perception of language as autonomous does not accurately define the complex linguistic practices that speakers engage in to communicate, and that the term "linguaging" is needed to better refer to it. Language is not seen as an instrument, but as a process, hence the authors suggest the use of language as a verb. When communicating, we don't *use* language, we *language* along our diverse semiotic repertoires which have been acquired since childhood, integrating both linguistic and multimodal resources to get the message across. When bilinguals engage in communication, they have an extra language that composes their repertoire, which they actively make use of in favor of the success of communication. In this view, bilingualism is perceived as dynamic, for language use does not happen on a switch-on/switch-off dichotomy. Rather, both languages are equally accessible to the speaker and they use them dynamically going back and forth generating new linguistic practices, meanings and grammars (García; Wei, 2014).

As mentioned Earlier in this chapter Yacomán and Díaz (2019) discussed the use of English in class by Spanish-speaking students and we advocated that it does not mean a failure in the learning process. However, the ideas of success and failure, and, connected to it, error, are used to refer to learners and their production when it deviates from standard "native speakers". This idea raises two questions: i) who is the "native speaker"? And ii) what is an error?

Although it is not possible to provide an ultimate answer of who the native speaker is, Cook (1999) concludes that "the indisputable element in the definition of native speaker is that

a person is a native speaker of the language learnt first [...]. Someone who did not learn a language in childhood cannot be a native speaker of the language” (p. 187). The problem this brings about is that the measurement of the “success” or “failure” of L2 learners has traditionally been made in relation to the production of monolingual native speakers’, and any deviations from the so-called norm are regarded as interference and error. Leffa and Irala (2014) narrate the shift in the literature on the topic and remind us that, in the beginning, language was understood as a whole, autonomous system and that “[...] learning a language meant to develop linguistic competence”⁶ (p. 23). It was common, then, to have language courses focus on accuracy and grammar when teaching an AL. There has been, however, a shift in this conception in the last decades, but the authors reinforce that “although the literature regards this conception as outdated, studies that point to the fact that these pedagogical practices are still in use to this day and age are recurrent, especially in formal and regular education”⁷ (Leffa; Irala, 2014, p. 23). These conceptions and beliefs reinforce the stigmatization surrounding bilingual production of L2, which perceives it as deviant and wrong, and have the objective of transforming bilinguals into pale shadows of native speakers (García, Wei, 2014).

It is important to highlight that hybrid language use by bilinguals happens “[...] as a result of their familiarity with more than one language” (Leffa; Irala, 2014, p. 23) and should, therefore, be analyzed from a bilingual perspective. However, that has not been the case. Translanguaging provides a different standpoint to better interpret the processes undergoing learners’ communication in L2.

The concept of Translanguaging was initially idealized in Wales by Williams (1994) as a pedagogical practice. It consisted of intentionally asking students to alternate languages - English and Welsh - during receptive and productive activities in a bilingual educational context. As pointed out by Cenoz and Gorter (2021), “the aim is to develop oral and literacy skills in both languages at all levels of education” (p. 6). Since its origin, the term has been expanded to accommodate other definitions (García; Wei, 2014; Gorter; Cenoz, 2021) which challenge traditional views in bilingual education.

As discussed earlier, tradition has described languages as separate, autonomous systems. In the bilingual mind, both languages are stored apart from each other, and people

⁶ From the original: “Aprender uma língua era desenvolver a competência linguística” (Leffa; Irala, 2014, p. 23).

⁷ From the original: “[...] embora a literatura aponte essa concepção como ultrapassada, são recorrentes os trabalhos que apontam a atualidade de práticas pedagógicas que ainda se valem dessa perspectiva, especialmente no ensino formal e regular” (Leffa; Irala, 2014, p. 23).

codeswitch, or alternate between languages, when the situation requires them. Translanguaging, however,

[...] signals a trans-semiotic system with many meaning-making signs, primarily linguistic ones that combine to make up a person's semiotic repertoire. Languages then are not autonomous and closed linguistic and semiotic systems. Bilingual speakers select meaning-making features and freely combine them to potentialize meaning-making, cognitive engagement, creativity and criticality. Translanguaging refers to the act of languaging between systems that have been described as separate, and beyond them (García; Wei, 2014, p. 42).

The language separation proposed by codeswitching led to the widespread idea among teachers that learners' use of L1 in class was "a sign of linguistic and cognitive deficiency" (García and Wei, 2014, p. 53) and that they "were off-task or that their behavior was deviant or disruptive" (*idem*, p. 54).

Refuting that statement, Lucena and Cardoso (2018) report on a study carried out in the southern region of Brazil in a school attended by economically-privileged adolescents. A bilingual program has been implemented, and, so, it incorporates an international curriculum additionally to the national one. Researchers reported that learners naturally translanguaged between Portuguese and English in order to boost comprehension of the content. Most importantly, teachers viewed the situation as a pedagogical opportunity to enhance students' participation and understanding. Furthermore, because all actors in class were bilingual and shared the same L1, students and teachers would mobilize their entire repertoire to create jokes that were only understandable because of complex metalinguistic manipulations being made. As an example "go ahead", translated as "gol de cabeça", was uttered by a teacher who praised a student for their correct answer.

However, a positive attitude toward translanguaging is not always observed, especially in academic contexts. A study conducted with English Major university students in Kuwait by Akbar and Taqi (2020) describes how "a senior professor posted a sign at the entrance of the department, stating an 'English-only speaking zone'" (p. 57). Despite that, the adoption of a translanguaging approach in a Psycholinguistics course granted learners a better performance in written activities post-translanguaging pedagogy that signaled an increase in understanding of the content studied. Due to the limited scope of the study, a timid 6% improvement in language proficiency was reported compared to pre-translanguaging tasks.

The same context was analyzed in a study at the Universidade Federal do Oeste do Pará (UFOPA) (Hall, 2021). English Major students participated in a course about translanguaging and were allowed to experience the theory in practice. Students reported a much stronger sense

of identity, questioning the assumption that their cultural elements should be translated into English. Learners were of the opinion that *açaí* and *boto* lose part of their meaning when versed into “açaí berry” and “freshwater dolphin”, and thus should be kept untouched as in L1 to communicate the intended message at fullest (Hall, 2021). Speakers have two languages at their disposal, and critically select elements to communicate the intended message the way they judge to be the best one.

Reasonably, multilinguals are different from monolinguals, and thus it is of paramount importance to consider them as such, rather than monolinguals of two different languages (Gorter and Cenoz, 2022). As attested in the aforementioned study, bilingual discourses are also different. Gorter and Cenoz (2022, p. 15-16) add that

multilingual speakers use different languages depending on the context, and they can also use resources from different languages in some contexts. It can be said that multilingual speakers navigate between languages and do not use each of their languages for the same purposes in all communicative situations, in the same domains or with the same people.

It is of paramount importance, then, that AL teachers challenge the Nation-State view of language that reinforces a need for protection of a “Native Language” from “contamination” with a “Foreign Language” (Cook, 1999; Ramos, 2021). From an educational perspective, translanguaging, as a natural process, should be explored as a facilitator of the learning process. García and Wei (2014) describe how a kindergarten group composed of Latino children learning English in the United States translanguaged between Spanish and English naturally and with different objectives. This hybrid use of languages demonstrates how learners critically make use of languages to communicate the message they want in the way they want to. Speakers are the masters of language, and not otherwise. Similar fluidity between languages in the speech of bilinguals has been reported in many other studies (Krause-Lemke, 2020; Carroll; Morales, 2016; Lucena; Cardoso, 2018; Hall, 2021 to name a few).

The problem lies in Gorter and Cenoz’s (2022, p. 16) comment that

The ideology of language separation does not allow multilingual speakers to make optimal use of their own multilingual resources. The idea behind focus on multilingualism is the opposite. Multilingual speakers can be more effective learners and users of a target language if they are allowed to use resources from their whole linguistic repertoire. [...] When learning a new language, multilinguals tend naturally to use the resources they have in their multilingual repertoire [...].

and so, learners should be granted full use of their repertoire to develop linguistic skills in both L1 and L2.

This hybrid use of languages that is a characteristic of bilingual discourse has gained notoriety in the media in the past few decades. Figueiredo and Orfanò (2024) discuss how the advertising campaign “don’t be *loro*” exploited this hybrid use of language by means of humor. The marketing team of a language school in Brazil, with the intention of selling the service of English lessons, anthropomorphized parrots to represent students who learned language in courses which used an audiolingual approach to teaching. Because of the humoristic tone of the campaign, it may seem as though the hybrid use of language is celebrated, but what is behind it is a neoliberal agenda that serves the purpose of capital accumulation, and stigmatization of learners’ language use. Because of this exploitation of translanguaging by neoliberal institutions, Canagarajah (2017) proposes a distinction from the one discussed earlier in this section. Although not contemplated in this study, this second type of translanguaging is briefly introduced in the next paragraphs, as it is important in the discussions on translanguaging.

First and foremost, it is necessary to define neoliberalism before we understand the language ideologies behind its agenda. Canagarajah (2017) quotes Harvey’s definition of neoliberalism as “a theory of political economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterized by strong private property rights, free markets, and free trade” (Harvey, 2005, p.2 *apud* Canagarajah, 2017, p. 5). It is of interest to the neoliberal agenda that language is commodified and transformed into a product, especially English. The individual should recognize English as a form of knowledge capital that needs to be acquired in order to enter the market and find a job. Neoliberalism supports the circulation of human capital around the globe and these subjective lives bring to the corporate world their cultural and linguistic practices. Those are, however, silenced in favor of adapting to a linguistic practice that is heavily scripted to reduce possible ambiguities and misunderstandings that could inevitably impact profit (Flores, 2013; Canagarajah, 2017). Profit, being the sole purpose of neoliberalism, will cause languages to fall under monolingualistic ideologies that interpret languages as autonomous entities, and keep them separated and hierarchized. Language hybridity is unpredictable, and results in new grammars and language practices that can not serve neoliberal ideals of standardization, so it is disincentivized. Still, big corporations will disguise their discourse under politically correct ideologies, but it can not go beyond its profit-making ideals (Flores, 2013; Canagarajah, 2017). It is a common practice to associate certain languages and language practices to specific communities and produce campaigns that at first glance resemble a celebration of hybrid language use, but that instead reproduce a stereotyped

image of bilinguals. The objective is that languages resemble native speakers' utterances, even if linguistic competence is only instrumental. Because of this exploitative nature of translanguaging, Canagarajah (2017) distinguishes this from the former as reductive translanguaging, which is mischievously incorporated by neoliberalism. The one previously discussed in this section, and theorized by Applied Linguistic scholars, called expansive translanguaging, has its roots in critical views of multilingualism and decolonialism.

Canagarajah (2017) proposes that translanguaging, a form of liberating bilingual language use, especially of marginalized groups whose language is taken over by English's linguistic imperialism, is the ideal language practice. The problem lies on the fact that neoliberalism has appropriated the advancements in the study of multilingualism and now paints the picture of support for the agenda of creative language use when, instead, their practices hide hierarchization of and limitations to the use of languages with the sole purpose of serving a profit-making objective.

This research adopts PBL as the pedagogy underlying classroom procedures for its more agentive learning experience, which naturally paves the ground for translanguaging to emerge in learners' negotiation of meaning as they co-construct their linguistic and content learning. Moving away from the traditional views of language, which understand it as a system and defend a ban on learners' home language from the classrooms (Akbar; Taqi, 2020), this study will address a gap in the literature that calls for further investigations on more advanced linguistic proficiency students' translanguaging instances (Akbar; Taqi, 2020; Carroll; Morales, 2016) when subjected to a PBL curriculum in an environment where only English is expected.

In the next chapter, we discuss the methodological and ethical procedures adopted to conduct the study in this research.

3 METHODOLOGY

In this chapter, we discuss the rationale behind the design of this research, as well as the methods used in data collection and ethical measures adopted to ensure participants' protection and anonymity.

Trochim, Donnelly and Arora (2016) provide us with a simple, yet complete definition of research: “[r]esearch is a type of systematic investigation that is empirical in nature and is designed to contribute to public knowledge” (p. 5). It is systematic due to the conscious effort made into careful planning and designing the study elements and steps to be followed; it is empirical in nature because of its systematic observations, which generate data that can be analyzed to guide one’s interpretation of a given phenomenon; it is designed to contribute to public knowledge, so it is important to provide a detailed description of the procedures utilized so that the study can be replicated, understood by those who did not take part in it, allowing them to judge the quality of the yielded product.

Paiva (2019) classifies research according to seven criteria: i) nature; ii) genre; iii) source of data; iv) approach; v) objective; vi) methods; and vii) instruments of data collection. This research i) is basic in nature, for it “[...] aims at augmenting the scientific knowledge, without necessarily applying it to the solving of a problem⁸” (Paiva, 2019, p. 11); ii) is empirical in its genre, as “[...] it is based on observation and life experiences⁹” (*ibid.*, p. 11); iii) has a primary source of data, since it utilizes data collected by the author and specifically for this study; iv) uses a qualitative approach, as it has the objective of “[...] provid[ing] an in-depth, intricate and detailed understanding of meanings, actions, non-observable as well as observable phenomena, attitudes, intentions and behaviors” (Cohen; Manion; Morrison, 2018, p. 288). A more detailed discussion on qualitative research will be made in a dedicated section in this chapter; v) has a descriptive objective as it is interested in “[...] describing the studied phenomenon [...]”¹⁰ (Paiva, 2019, p. 14); vi) as methods are “[...] technolog[ies] to conduct a scientific investigation¹¹” (*ibid.*, p. 15), this research adopts case study methods to conduct the inquiry. A dedicated section in this chapter will delve into the nuances of case studies; vii) uses a triangulation of data, whose collection procedures will also be elucidated later in this chapter.

⁸ “[...] tem por objetivo aumentar o conhecimento científico, sem necessariamente aplicá-lo à resolução de um problema” (Paiva, 2019, p. 11).

⁹ “[...] se baseia na observação e em experiências de vida” (*ibid.*, p. 11).

¹⁰ “[...] descrever o fenômeno estudado [...]” (*ibid.*, p. 14).

¹¹ “[...] tecnologia[s] para conduzir uma investigação científica” (*ibid.*, p. 15).

The following sections will address the characteristics of a qualitative approach to research, the implications of a case study, a description of the case under study, the methods of data collection, ethical measures taken to protect participants' identity and procedures to categorize the collected data.

3.1 Qualitative research

In Academia, the famous dichotomy of quantitative *vs* qualitative research has been the subject of heated debates among scholars for decades now. While quantitative research has been around since the early ages of scientific development, qualitative research has gained notoriety all around in fairly recent years, especially in the fields of humanities, such as Education, Applied Linguistics, Sociology, and Anthropology, to name a few.

Indeed, Godoy (1995) describes how studies we today call qualitative emerged in the second half of the 19th century. According to the author, one of the first studies can be traced back to Le Play and his sociological research from 1855. In this comparative study, working-class families in Europe were under observation. To this, many other researchers experimented with methods, but the first account of a work that discusses the methodological rationale behind research procedures is credited to the Webbs. "Methods of Social Investigation", published in 1932, describes "[...] their technique of social investigation [...]"¹² (Godoy, 1995, p. 59). In the United States, The University of Chicago Department of Sociology, between the 1910s and 1940s, developed studies employing a qualitative approach to discuss the social and institutional problems of the time. Still, in an experimental form, the Chicago researchers innovated in their methods to carry out research, leaving their mark in the field. In anthropology, the debate of whether or not the researcher should be present for extended periods of time, immersed in the field to scrutinize the native populations under study in ethnographies, sets the stage for discussions. Godoy (1995) mentions the fact that Franz Boas used primarily documented data provided by informants rather than those collected in the field. Contrary to this, the author informs us that Malinowsky believed that the ethnographer needed to experience the life of the native peoples in order to accurately report on what was learned in the fieldwork (Godoy, 1995).

What the studies aforementioned have in common is that they focus on understanding the social phenomena in the context that they happen, from the perspective of those being

¹² "[...] sua técnica de investigação social [...]" (Godoy, 1995, p. 59).

studied, and with as little disruption of the context as possible. For this reason, qualitative research is also known as interpretive or naturalistic. It is interpretive because it provides a thick description of the social phenomena and “[...] it probes issues that lie beneath the surface of presenting behaviors and actions” (Cohen; Manion; Morrison, 2018, p. 288). It is naturalistic because the objective is “[...] to describe social phenomena as they occur naturally [...], [so] qualitative research takes place in the *natural setting*, without any attempts to manipulate the situation under study” (Dörnyei, 2007, p. 38, emphasis in the original).

For this naturalistic stand on investigation, qualitative research advocates that

[...] reality is constructed by individuals interacting with their social worlds. Qualitative researchers *are interested in understanding the meaning people have constructed*, that is, how they make sense of their world and the experiences they have in the world (Merriam, 1998, p. 6, emphasis in original),

and It is vital to understand the phenomenon under investigation from the perspectives of those participating in the research, rather than solely from the researcher’s viewpoint. Something to consider, however, is that the research report and data analysis will still be done and interpreted by the researcher, who brings to the table his / her own beliefs, bias, historical and geographical situatedness. As Gergen and Gergen (2000) discuss, this reflexivity is one of the primary innovations that qualitative research incorporated into the scientific method.

To cater for the bias associated with the rhetorical force that the researcher’s discourse has, the use of multiple voices is beneficial. However, it is a tricky work to “[...] giv[e] all sides their due. Typically, the investigator functions as the ultimate author of the work (or the coordinator of the voices) and thus serves as the ultimate arbiter of inclusion, emphasis, and integration” (Gergen; Gergen, 2000, p. 1028-1029).

It is very difficult, nevertheless, to define qualitative research because, as Denzin and Lincoln (2000) suggest, it does not have “[...] a distinct set of methods or practices that are entirely its own” (p. 6), so “[...] the researcher must be able to recognize that the best way to proceed will not always be obvious. [...] [I]t allows the researcher to adapt to unforeseen events and change direction in pursuit of meaning” (Merriam, 1998, p. 20-21). Although we cannot define qualitative research in a complete way, it has some distinctive characteristics that can be highlighted: i) it involves fieldwork in data collection, and the researcher is a fundamental instrument; ii) samples are generally smaller; iii) the meaning people give to things and their lives are the researcher’s main concern; iv) it is descriptive; v) it employs an inductive research strategy; vi) findings come in the form of themes, categories, typologies, concepts, tentative hypotheses, and theory that come from the data.

As was stressed earlier in this chapter, qualitative research is also known as naturalistic for “[...] [it has] as its fundamental preoccupation the study and analysis of the empirical world in its natural environment¹³” (Godoy, 1995, p. 62). For this reason, the contact of the researcher with the participants tends to last longer than in quantitative research. That approach usually handles a large volume of data to quantify results and generate statistical abstraction, which explains why the use of questionnaires is very common, especially digital ones, requiring little to no contact with respondents. Qualitative research, on the other hand, is interested in “[...] the private experiences of the agent” (Gergen; Gergen, 2000, p. 1027), which is not possible to capture in a large amount of data. In order to understand social phenomena, qualitative research “[...] turn[s] the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self” (Denzin; Lincoln, 2000, p. 3). The researcher needs to be attentive and flexible in order to adapt and maximize data collection to produce information that is meaningful to better explain the phenomena. He / She uses words rather than numbers to report on the results. However “[...] the investigator as [a] human instrument is limited by being human - that is, mistakes are made, opportunities are missed, personal biases interfere” (Merriam, 1998, p. 20).

Another distinctive characteristic of qualitative research is that it assumes an emic perspective, *i.e.*, from the inside. As Merriam (1998) reminds us, “[t]he key concern is understanding the phenomenon of interest from the participants’ perspectives, not the researcher’s” (p. 6). In order to do so, “[...] data in the form of participants’ own words, direct citations from documents, excerpts of videotapes, and so on, are likely to be included to support the findings of the study” (*ibid.*, p. 8). The research report generally follows a narrative rhetorical movement, rather than a “[...] traditional realist discourse with forms of writing [...] [which resembles] ‘truth telling’” (Gergen; Gergen, 2000, p. 1029).

Contrary to quantitative studies, which follow a series of steps planned in advance, with clearly defined hypotheses and variables, qualitative research adopts an inductive approach. It does not start an investigation seeking to test a hypothesis. It “[...] builds abstractions, concepts, hypotheses, or theories rather than tests existing theory. [...] Qualitative researchers build toward theory from observations and intuitive understandings gained in the field” (Merriam, 1998, p. 7). The author later adverts that sensitivity is an important trait of qualitative researchers, for it is important to recognize “[...] how biases or subjectivity shape the

¹³ “[...] [tem] como preocupação fundamental o estudo e a análise do mundo empírico em seu ambiente natural” (Godoy, 1995, p. 62).

investigation and its findings” (Merriam, 1998, p. 23). The findings in qualitative research will, as with quantitative data, be coded. However, as Dörnyei (2007, p. 26) discusses, the two differ in two ways:

First, they are not numerical but verbal, amounting to short textual labels. Second, they are usually not determined [*a priori*] but are left open and flexible as long as possible to be able to account for the subtle nuances of meaning uncovered during the process of investigation.

Paiva (2019) raises the problem that, even though qualitative research has very distinctive features and concerns when compared to quantitative research, it is still assessed under quantitative parameters, namely trustworthiness, validity and objectivity. The author then discusses Lincoln and Guba’s perspective on four criteria that are better suited for assessing qualitative research: i) credibility; ii) transferability; iii) dependability; and iv) confirmability.

To address the criterion of credibility, Lincoln and Guba (1985) suggest five major techniques:

[a] activities that make it more likely that credible findings and interpretations will be produced (prolonged engagement, persistent observation, and triangulation); [b] an activity that provides an external check on the inquiry process (peer debriefing); [c] an activity aimed at refining working hypotheses as more and more information becomes available (negative case analysis); [d] an activity that makes possible checking preliminary findings and interpretations against archived "raw data" (referential adequacy); and [e] an activity providing for the direct test of findings and interpretations with the human sources from which they have come - the constructors of the multiple realities being studied (member checking) (p. 301).

As for transferability, the authors explain that it refers to the possibility of replicating the study in another context. However, they advert,

[...] the naturalist cannot specify the external validity of an inquiry; he or she can provide only the thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated as a possibility (Lincoln; Guba, 1985, p. 316).

Paiva (2019) summarizes the point made by the authors concerning dependability saying that

Dependability opposes the idea of trustworthiness because it is of the assumption that it is impossible to replicate a research, because not a single context is the same as another. The transferability of a research has to take into consideration the instability and changes in the phenomena¹⁴ (p. 103).

Lastly, Paiva (2019) disclaims that confirmability has to do with the possibility of another researcher confirming the results based on the quality of the data.

¹⁴ “A dependabilidade se opõe à ideia de confiabilidade porque parte do pressuposto de que é impossível replicar uma pesquisa, pois nenhum contexto é igual ao outro. A replicação de uma pesquisa tem de levar em conta a instabilidade e as mudanças nos fenômenos” (Paiva, 2019, p. 103).

All things considered, there are a plethora of study genres that can be classified as qualitative: ethnography, action research, narrative research, bibliographical research, and case study, to name a few. This research, as mentioned earlier in this chapter, is a case study. In the next session, a discussion is made upon the principles of case studies.

3.2 Case study

Defining “case study” is no easy task, for the term has been used to refer to different academic practices. In legal and medical classroom procedures, the term accounts for the in-depth study of a situation or health condition for instructional or diagnostic purposes. As a research design, the term is associated with “[...] a form of qualitative, interpretivist research” (Duff, 2020, p. 145). This research is concerned with the latter.

Yin (2014, p. 16-17) discusses that

[...] A case study is an empirical inquiry that [...] investigates a contemporary phenomenon (the "case") in depth and within its real-world context, especially when [...] the boundaries between phenomenon and context may not be clearly evident. [...] A case study inquiry [...] copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result [...] relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result [...] benefits from the prior development of theoretical propositions to guide data collection and analysis.

From the aforementioned, we can single out important aspects of case study research: i) it investigates phenomena that are contemporary, that is, they happen in a bounded context, in a delimited geographical location, at a delimited timeframe, which is simultaneous to investigation; ii) investigations happen in real-life context, and not in one created specifically for the research, such as a controlled, laboratory environment; iii) events and investigated phenomena are multifaceted, and a single data source is insufficient to account for the variables that may emerge from the investigation; iv) a multiplicity of data, coming from different sources, is required to better understand the complexities and nuances of phenomena; v) data collection and analysis happen based on previous knowledge built from other studies. Based on these considerations, case studies are “[...] sometimes referred to as data-driven, or hermeneutic, interpretive research, which attempts to develop hypotheses, models, and ultimately theories on the basis of the findings from data” (Duff, 2008, p. 44).

To conduct a case study, there needs to be a thorough research design with specific steps to ensure the validity of the research, and strengthen the rationale behind the phases of the

investigation. As Yin (2014) states it, “[...] [i]n the most elementary sense, the design is the logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusions” (p. 28). Paiva (2019) suggests, based on Yin, that there are four stages to designing a case study: “[...] defining the research problem, delineating the research, data collection, data analysis, and writing and presentation of results¹⁵” (Yin, 2002, p. xii *apud* Paiva, 2019, p. 68). Details concerning the problem and delineating the research were previously dealt with in earlier chapters of this dissertation. In later subsections of this chapter, a more detailed discussion is made regarding data collection and analysis.

Yin (2003a) distinguishes three types of case study designs: exploratory, descriptive and explanatory. The first is used when trying to define questions or hypotheses for a subsequent study, which may or may not be a case study; the second, as the name suggests, describes the investigated phenomenon in the context in which it happens; the third tries to establish a cause-effect relationship, investigating how events were caused. Each of these types can be single or multiple-case designs, which, in turn, can be either holistic, *i.e.* containing a single unit of analysis, or embedded, *i.e.* containing more than one unit of analysis. This research is a single embedded descriptive case study. The next section of this chapter will discuss these elements further.

Case studies have been widely criticized in Academia for various reasons (Yin, 2003b). Rightfully so, lack of rigor on the part of some researchers has discredited the scientific value of case studies, when bias clouds judgements or when procedures are not followed systematically. Additionally, methodology literature has discussed the problem of little generalizability of the results found in case studies beyond the context in which it was conducted. On this matter, it is important to highlight the fact that it has never been the objective of case study research. Stake (2000) makes the point that the objective is “[...] to optimize understanding of the case rather than generaliz[ing] beyond” (p. 436), by answering the question “what can be learned from the single case?” (*ibid.*, p. 436); a third point of criticism is that case studies take too long and result in massive documents, which, in turn, become unreadable. That is because “[...] [c]ase studies, in not having to seek frequencies of occurrences, can replace quantity with quality and intensity, [...] [which] is a hallmark of [them], offering the researcher an insight into the real dynamics of situations and people” (Cohen; Manion; Morrison, 2018, p. 385).

¹⁵ “[...] definição de problema, delineamento da pesquisa, coleta de dados, análise de dados e composição e apresentação de resultados” (Yin, 2002, p. xii *apud* Paiva, 2019, p. 68).

It is paramount, then, that case study designers plan carefully to meet acceptable scientific standards in the four tests used to assess the quality of empirical social research: i) construct validity; ii) internal validity; iii) external validity; and iv) reliability.

Construct validity assesses whether the researcher follows “correct operational measures” (Yin, 2014, p. 46) to investigate a phenomenon so as not to allow researcher’s bias to interfere with data collection decisions. To increase construct validity, Yin (2014) suggests three tactics: using multiple sources of evidence, establishing a chain of evidence, and having the study report draft be reviewed by another person, who can be a key informant or a research supervisor.

Internal validity is relevant when a researcher tries to establish a cause-effect relationship between events, so it is assessed only when working with explanatory or causal studies, which is not the aim of this study.

External validity determines to what extent the results of a research can be generalized to domains beyond that of the initial study. In order to augment external validity, Yin (2014) discusses the importance of carefully designing the research and selecting appropriate theories to explain the phenomenon under investigation, as well as using “how?” and “why?” questions.

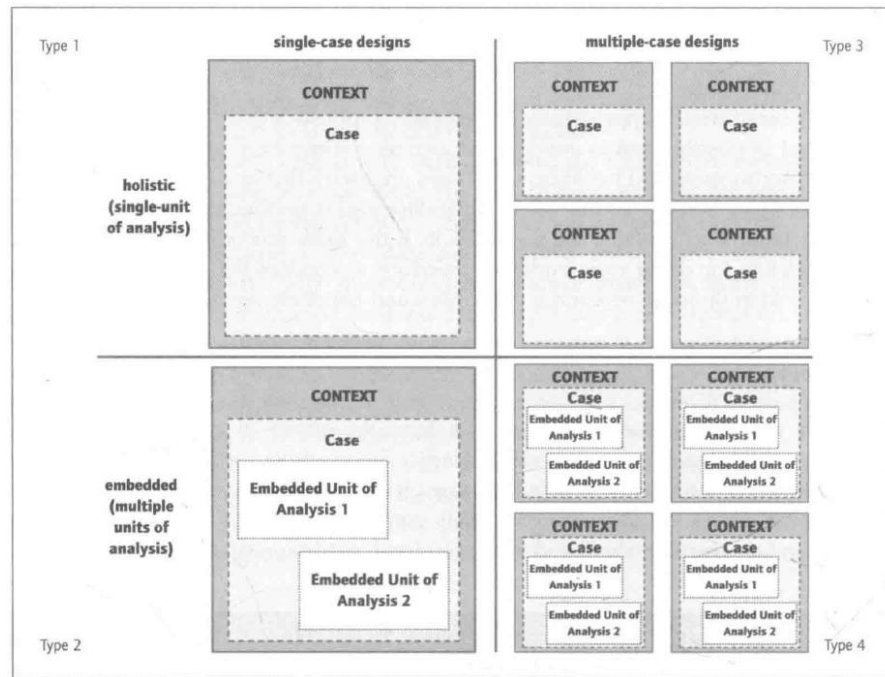
Reliability evaluates whether the operations undertaken during the research are well documented, and that, if the study were repeated following those very same procedures, another researcher would arrive at the same results and conclusions as the original study. As Yin (2014) posits, “[...] [t]he goal of reliability is to minimize the errors and biases in a study” (p. 49). The author then suggests two measures in order to address the matter: using a case study protocol and developing a case study database.

In the next section, we delimit the case under study in this research.

3.3 The case under study

As previously stated, and based on the discussion provided by Yin (2003a), this research is a single embedded descriptive case study (Image 1). Besides classifying the research, Duff (2008) suggests that it is also important to delimit the objectives of the research, the type of case to be analyzed, the exact phenomenon under study and the units of analysis, and, as per the diagram (Image 1), so is context. The objectives of this research have already been discussed in the Introduction, so here we will limit ourselves to considering the additional topics.

Image 1: Case study types 2x2 matrix



Source: Yin (2003a), p. 50.

This research was conducted in a private language institute in the suburban area of Rio de Janeiro, known as *Baixada Fluminense*. The institute offers English and Spanish courses, and uses a collection of semestral books written by the educational board of the brand. The material ranges from Pre-A1 to B2 CEFR levels, after which a one-year C1-level course is offered to learners who reach the end of the course. That last level is advertised as a “conversation course” and uses a single book, units 1-4 in the first semester and units 5-8 in the second, by National Geographic Learning. This research analyzes data collected from two different groups, speakers of Portuguese as their L1, over the course of their first semester studying in the Advanced Conversation Course (hereafter ACC 1) in the second half of 2024. Each semester is composed of 40 hours divided into weekly one-hundred-and-fifty-minute classes. Lessons started in September and went as far as late December. These account for the context of the research.

The first group (G1) was composed of 10 students (6 girls and 4 boys) ranging from 16 to 26 years old, and, the second (G2), 12 students (10 girls and 2 boys) ranging from 16 to 50 years old, as per the beginning of the classes. The only criterion used to recruit participants for this study was availability of a group of the target level of this research (ACC 1) coinciding with the appointed moment of data collection in the timetable. Both groups were taught by the author of this research, and, thus, invited to take part in this study. Additionally, teachers who

worked at the school at the time of data collection were also invited to contribute to the research. In the following paragraphs a brief description of the characteristics of both groups of students is made.

G1 was attended by students who have not been taught by the researcher previously. Due to the lower number of learners enrolling in this course, three different groups were assembled together to form this one. Six people came from a single group, but four of the learners came in pairs from two other groups. As is natural, people who had previously studied together would sit together and prefer to work within themselves, collaborating with others if required. Even though the researcher and some of the students had already met each other previously during oral test assessments over the course of their studies in the school, never had they been in contact for a prolonged time, nor had they experienced classroom procedures together. That fact caused the experience in class to be a little more reserved and cautious on both parts initially. After the course of some appointments, learners and the teacher eased out and interactions became lighter as inside jokes could be created and bonds formed. As is common with mixed groups, some learners were insecure about contributing with ideas publicly at the beginning, fearing judgment from their peers, perhaps, especially those who had struggled with the language during their whole path in the institute. Students who had a higher proficiency and felt secure in expressing themselves in English would voluntarily contribute and help those working with them. Some learners were shier and more reserved, and thus contributed less, even though they could easily express themselves in the language. Over the course of one semester, learners who initially struggled were able to make good progress in expressing themselves and overcoming part of their fear of speaking in public.

G2, similar to the previous one, was composed of students coming from 3 different groups, all of which had previously been taught by the researcher. From the beginning, learners and the researcher had a very light, enjoyable and inviting atmosphere, full of inside jokes. That made the experience a lot different when compared to G1. Due to the fact that everyone felt comfortable with the researcher and would mock each other, students who had previously not met were able to easily and quickly bond, creating a mostly unitary group. Learners who had previously studied together would preferably work together, nonetheless. As with G1, some learners were shier and more reserved, and thus participated less frequently than others publicly, but were equally eager to perform the tasks. Learners who demonstrated a lower level of command of the language would also participate less, but contributions were voluntarily made often enough so their opinions were heard and acknowledged by everyone. Those with a higher

command of the language would intensely participate and share personal stories with everyone openly, which contributed to strengthen the bonds. Overall, all learners worked well together and helped each other, granting linguistic practice to everyone, which, in turn, helped to develop their skills. These two groups make the units of analysis of this study.

The phenomenon under investigation in this research is also the case, which can be delimited as the instances of the use of Portuguese in an English as an Additional Language class. Even though learners have reached a high-level of proficiency in the language, placing them at the initial 2-level proficient block of the CEFR, L1 is nevertheless used in class. This research will describe the metafunctions of L1 during classroom interactions and compare them with the perspective of the same students participating in the study as well as other teachers' in the institution.

The next section will address the triangulation of data collected for this research and the ethical procedures taken to guarantee protection to the participants of this research.

3.4 Data collection and ethical procedures

Data in this research come from three sources: i) recordings of classroom interaction; ii) answers from a semi-open questionnaire with students; and iii) answers from a semi-open questionnaire with teachers.

Before this research was carried out, the researcher, a teacher in the institution in which the study happened, developed and refined the material used in class as well as the classroom procedures to maximize learners' speaking opportunities. This phase of prototyping, which happened over the course of years prior to the design of this research, reached its peak in the semester that preceded the start of data collection, and the final version of the activities to be used was ready.

This research was then submitted to the Committee of Ethics in Research of the *Universidade Federal de Minas Gerais* (UFMG) and, later, to a second appreciation in *Plataforma Brasil*, the governmental platform where an appointed member of the Committee of Ethics assesses ethical procedures in researches involving human beings. This study is approved under the CAAE number 82169924.5.0000.5149.

In order to gain authorization to start, the institution's owners were invited for a meeting in which the study details were presented and thoroughly discussed to familiarize them with the research's objectives, benefits and risks. In order to grant permission to carry the study in the

facilities of the school, a disclosure that the research has no connection with the company was required in order to protect its reputation against any mishappenings that may be caused by this investigation. After the *addendum*, the directors of the company agreed to have the study happen in the institution formalized by signing a *Termo de Autorização Institucional (TAI)* (Appendix A).

After permission was granted by the institution's board of directors, both groups of students were invited to participate in this research. In accordance with ethical guidelines, the researcher explained to participants the objectives, benefits, and potential risks of the study, clarifying that the findings would be included in his Master's Degree dissertation. A printed copy of the corresponding informed consent term was handed out to each student according to their age: underaged students received an informed consent term addressing their legal guardians (Appendix B) so they could take home; after their legal guardians agreed to have their children participate in the study, the student received a printed copy of a *Termo de Assentimento Livre e Esclarecido* (Appendix C); students who were of age at the moment of the discussion received an informed consent term addressing them (Appendix D). The informed consent terms describe this research in detail, and point out possible risks and benefits as well as contain contact information in order to reach the researcher personally. The terms were read out loud in class and learners had the chance to clarify any doubts they had regarding the investigation. Additionally, guardians were able to discuss any inquiries they had privately with the researcher.

In order to participate in the study, each person, student and guardian - in the case of underaged students -, had to grant consent by checking the boxes in the *Google Form* that replicated the exact same text in their printed version of the informed consent term. A new copy of the term could be requested at any moment by participants and their guardians as well as drop the consent at any stage of the investigation. An exception to the latter is made in a later paragraph.

Student participation came from two sources: i) recordings of classroom interaction; and ii) answers from a semi-open questionnaire.

Each group (G1 and G2) was recorded interacting in 6 activities during the semester. Patterns of interaction ranged from pair to group work. A description of the activities recorded, the patterns of interaction and the rationale behind the selection of each activity is provided in table 1 below:

Table 1: Description of recorded activities

Recording	Pattern of interaction	Activity description	Rationale
1	Group	Each group receives a situation instructing them to find a solution to a problem. Students agree on how to address it based on the predetermined criteria.	Learners need to make use of decision-making skills to meet the criteria given, while mobilizing their linguistic repertoire to negotiate meaning.
2	Pair	Each student receives a picture of a different famous social movement from world history. Students take turns describing the image, without mentioning names so that their pair guesses what movement is represented in the picture.	Learners need to mobilize interdisciplinary knowledge they acquired throughout their school lives, as well as negotiate meaning related to possible unknown words needed.
3	Group	Students are assigned a point of view to defend in a debate. Students who need to defend the same position brainstorm arguments to support it, and think of possible arguments that dismiss the ones they have collected.	Learners mobilize interdisciplinary knowledge to maintain coherence of arguments; learners need to access a wide range of vocabulary from their repertoire to accurately communicate the intended message and guarantee comprehension so that the debate can be successfully executed.
4	Group	Students follow a series of directions to walk around the school collecting clues held by the other teachers.	Learners need to work collaboratively to mobilize their linguistic and interpretive knowledge while working on deciphering the directions given in written form.
5	Group	After collecting all the clues from the teachers in the previous activity, students work together to solve a series of interdisciplinary challenges, each of which results in a number that determines the position of a letter in the alphabet. The 5 encountered letters form a secret word (datum).	Learners need to mobilize logical, mathematical and linguistic knowledge to work collaboratively in the solving of the challenges proposed.
6	Group	Each group of students brainstorms a minimum number of ideas to predict what topics will be mentioned in the video of an academic presentation that the other group is watching, while waiting outside the classroom.	Learners need to think critically to predict possible topics that will be mentioned in an academic presentation.

Source: Organized by the author

Recordings were made on the day the activity was scheduled to happen according to the material developed for the course. In those days, a voice recording device owned by the

researcher was handed to each group, and it was placed at the desk around them, or one of the students was appointed to hold the recorder while the activity was being carried out. Simultaneously and as would happen on a regular day, learners performed the activity normally, with the extraordinary feature of recording their conversation. At the end of the activity, the recording would be stopped, after which the devices were collected. As soon as the class was over, the researcher then uploaded the generated files to a private Google Drive folder protected by a password. No other person rather than the researcher had access to the account or audio. Files were organized following a folder structure for each group, with subfolders containing the numbers of the activities recorded. Audio files were placed inside the corresponding folder with a coded name. The file names contained either G1 or G2, which stands for Group 1 or Group 2, and a capital A, which stands for Activity, followed by the number of the recorded activity preceded by a zero. Activities that generated multiple files were then followed by a lowercase letter in alphabetical order. For example, G2A03b stands for the file corresponding to the recording of Group 2 performing activity 3, and it is the second file generated by that recording.

At the end of the semester, students were invited to answer a semi-open questionnaire (Appendix F) regarding the use of Portuguese during the classes. The questionnaire was built using *Google Forms* and settings were changed to not collect emails. That way, the platform groups answers received for each question with no attribution of authorship, granting it anonymity so that participants could express their opinions freely with no fear of being identified. It was reinforced that answering part or the totality of the questionnaire was optional. Students were made aware that due to the anonymous data generated by the platform, it was not possible to eliminate their answers once they were submitted. On the matter of questionnaires, some considerations are due.

Iwaniec (2020) reproduces Brown's definition of questionnaires as "any written instrument that presents participants with a series of questions or statements to which they should react either by selecting from existing possibilities or writing out their answers" (p. 324), whose objective is to gather participants' perspectives, as opposed to tests (Iwaniec, 2020). From the definition, we can determine that the instrument can contain two types of questions: closed-ended and open-ended (Iwaniec, 2020; Dawson, 2009; Cohen; Manion; Morrison, 2018). A combination of both types of questions can be used in a single questionnaire, which is the case in this research.

Dawson (2009) advises that, when constructing questionnaires, questions should be grouped into specific topics. Additionally, items should be short and simple, and not contain

prestige bias, which “[...] refers to questions which could embarrass or force respondents into giving a false answer. They might do this if they do not want to look ‘bad’ in front of the researcher, or they might do it because it is expected behaviour” (Dawson, 2009, p. 91-92).

The use of questionnaires is advisable when the researcher wants to gather respondents’ perspectives of a phenomenon, which can be used to validate findings from other data. Furthermore, as all participants answer the same instrument, there is very little chance for interviewer bias, which happens when the researcher is conducting an interview and shifts the focus of a report to areas of his / her interest (Iwaniec, 2020).

However, the list of disadvantages is long. We will discuss some of the major ones in the following statements: participants could feel demotivated in taking a questionnaire, especially longer ones, which results in answers that do not reflect a lot of consideration on the matter asked; participants might give a positive answer when they are unsure about the answer or do not quite understand the item, which may blemish the quality and representativeness of the data; participants might feel bad because they do not qualify for answers on the positive side of a spectrum, and, thus, give an answer they would like to be true about them, which renders the data not representative of the demographic taking the questionnaire (Iwaniec, 2020). To these, other authors provide a detailed discussion of other possible problems faced with the use of questionnaires (see, for example, Iwaniec, 2020; Dawson, 2009; Cohen; Manion; Morrison, 2018).

After data had been collected from students, the teachers working in the same language school were also invited to take part in the research. In order to participate, teachers, like the students, were introduced to the research in the last pedagogical meeting at the end of 2024 and received a printed copy of an Informed Consent (Appendix E) explaining the objectives of this study. Their participation consisted of a semi-open questionnaire (Appendix G). To agree to participate in the study, teachers were asked to check the boxes acknowledging the terms in the Google Forms that reproduced the exact text in the printed copy of the informed consent. Like the students’ questionnaire, the teachers’ one did not collect emails, which granted anonymity to the data collected. That implied that, likewise, it was not possible to withdraw from the study once their answers were submitted.

All data collected for this research will be kept for at least five years after the completion of the study, after which it will be permanently destroyed.

In the following last section of this chapter, we discuss how data was analyzed and triangulated.

3.5 Data categorization

This research is based on data from three sources: i) recordings of students interacting in class; ii) answers from a questionnaire with students; and iii) answers from a questionnaire with the teachers working in the same institution.

The first source of data in this research generated 21 files, totaling 158 minutes and 27 seconds of recorded interaction, which resulted in 3,123 lines of transcribed text. In order to facilitate analysis, the files were manually transcribed using a lexical transcription. It is important to stress the fact that the aim and scope of the research determines the type of transcription adopted. In this research, as we are interested in the discursive elements of students' speech, a lexical transcription sufficed. Details of transcription notation are described in table X below:

Table 2: Transcription notation used

Detail	Notation Device	Example
Intentionally stressed elements	UPPERCASE LETTERS	<i>TEACHER! Teacher!</i>
Interruption	[*]	Is the same, the fir [*]
Pauses of any duration	[.]	I need help. [.]
L1 elements	<i>Italics</i>	<i>Ai, fiquei cansada!</i>
Transcription comments	[comment]	[low volume] <i>Gente, eu vou escrev[*]</i>
Pronunciation highlights	/fə'netik ,træn'skripʃən/	Tomorrow's <i>Palmeiras</i> /pau'mejɾɐʃ/ [.]
Incomprehensible excerpt	[?]	if you don't have. [?]
Elongation	...	<i>É...</i> I don't know how can I explain that.
Repetition of sound/word	-	<i>you-you saw?</i>

Source: Organized by the author

Silverman (2000) mentions, as benefits of working with transcription of recorded data as opposed to taking notes in the field, for example, the fact that the researcher does not have to rely on memory to report what happened during collection. Moreover, having a transcription

of the material makes it possible for people other than the researcher to study aspects of language beyond those which were under scrutiny in the original project.

In this research, we are interested in the instances in which Portuguese, subjects' L1, was used in class. Occurrences of L1 were then classified according to the function they serve in discourse in order to shed a light on the metafunctions of L1 in an L2 classroom of C1 CEFR level course.

In order to strengthen and validate the findings of the analysis, as well as understand the level of perception of two groups of people - students and teachers - regarding the use of L1 in class, a triangulation of data took place. In Stake's (2000) words, "[...] [t]riangulation has been generally considered a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation" (p. 443). The author also points to the fact that triangulation is also useful to bring into the discussion a multiplicity of views that are not the researcher's. This measure is known for strengthening the internal validity of case studies (Stake, 2000; Duff, 2020; Cohen; Manion; Morrison, 2018; Yin, 2014). Additionally, different perspectives may indicate rival interpretations, areas of contradiction, which poses the challenge to the researcher to explain why they may exist (Duff, 2020).

This study goes further than simply assessing how much students and teachers understand about the L1's metafunctions in an L2 classroom, focusing instead on understanding the level to which learners and teachers found it acceptable to resort to their L1s during class time, as well as to investigate the pedagogical measures taken to mitigate or encourage its use.

In the next chapter, we discuss the findings generated by this research, analyzing and exemplifying the metafunctions created, as well as the answers collected by both students and teachers' questionnaires.

4 ANALYSIS

In this chapter, we present the analysis of each piece of data collected for this research individually. There are three main sections, which refer to the three sources of data: i) analysis of class recordings; ii) analysis of students' questionnaire; and iii) analysis of teachers' questionnaire.

The class recordings section is divided into twenty metafunctions, which, as stated earlier in chapter 1, Introduction, refer to the labels created to interpret the use of L1 happening in classroom interaction. Each metafunction is explained and discussed individually, pointing to examples of occurrences in the transcribed text (Appendices H-M), fully available at the end of this dissertation for reference and expanded context. The discussion followed the order in which the metafunctions appeared in the transcription process, and a quantitative analysis of the number of lines and percentage of the total was given to better understand the frequency of a given metafunction in the totality of the recorded material. It is important to highlight the fact that an indication of a line does not imply that the specific use being discussed is the only element present in that line. Rather, it points to a place where that metafunction happened within a discourse that contains multiple other language practices.

For both the students' and the teachers' questionnaire, as data generated were anonymous, each question is reported individually under their own subsection, with general comments regarding recurrent themes present in the answers.

Next, we present the findings of the collected data.

4.1 Analysis of class recordings

This section discusses the results found in all six activities recorded over the course of a semester with two different groups. After the transcription was finalized, the analysis proceeded to identify in what instances learners translanguaged during their interaction. In this study, we take García and Wei's (2014) definition that translanguaging "[...] refers to new language practices that make visible the complexity of language exchanges among people with different histories, and releases histories and understandings that had been buried within fixed language identities constrained by nation-states (p. 21)". As previously discussed in the Methodology chapter, the audio recordings done for this research derive from students interacting with the pedagogical objective of completing a task that is part of a language class. It is important to single this out, because the context and mobilization of resources come from

an instructional perspective, rather than a conversational one. Still, as is expected, learners will nonetheless engage in conversation whose scope goes beyond that of the classroom environment, and, for that matter, the interactions are very rich in terms of linguistic practice, attitude toward language, and linguistic preference. For the limitations implicated by the use of audio recordings, and not video, some mobilized paralinguistic resources to make sense and negotiate meaning are lost, such as facial expressions, gesticulations, pointing, and note-taking, to name a few. To address the research questions and objectives of this study, we began by examining features of the learners' first language, Portuguese, as they were utilized during the execution of classroom activities. Having identified those features, they were then classified into broad categories that point to their function in the utterance. In this research, those broad categories are referred to as "metafunctions".

The analysis revealed a total of twenty metafunctions for the use of Portuguese in class by both groups analyzed in this research: i) pragmatic markers; ii) vocabulary request; iii) concept explanation; iv) task comment; v) interaction comment; vi) peer correction; vii) self-correction; viii) peer help; ix) cross-linguistic inference; x) cross-linguistic jokes; xi) task contribution; xii) expression of feelings; xiii) pronunciation of proper nouns; xiv) agreeing; xv) memes; xvi) personal choice; xvii) L1 reading; xviii) off-topic conversation; xix) inside jokes; and xx) surveillance attitude. In the following sections, we present and discuss each metafunction individually.

4.1.1 Pragmatic Markers

Because of oral conversations' extempore nature, it is presumable that speakers reach crossroads during their utterances, and need time to process information and select the appropriate lexico-grammatical items to communicate their message. To compensate for the impromptu fabrication of the message in a speakers' brain, there is a tendency to use smaller chunks of language which do not carry meaning, other than the indication of one's preparation to speak. As Ajimer (2013) posits, pragmatic markers (hereafter PMs) "[...] are 'surface phenomena'. On a deeper level they are reflexive *i.e.* they 'mirror' the speaker's mental processes as envisaged in 'the fabric of talk-in-interaction' commenting on what goes on in the speaker's mind [...]" (p. 4). Even though these lexical units do not carry meaning within themselves, they indeed indicate the processing of a message and serve a pragmatic function. When speaking in another language, learners can select features from all the languages known to them, which form their unique repertoire (García; Wei, 2014).

The groups analyzed in this research, as previously mentioned, share the same L1, Portuguese, and were recorded in their penultimate semester studying English in the language course in which the study took place. Having reached the beginning of C1 CEFR-level in their studies, these students have been in contact with the English language for at least five full years. At that point, they have certainly been *exposed* to a plethora of PMs of the English language, both in class and experiencing the language somehow, even through TV shows. The lexical choice in the previous sentence of “exposed” was a conscious one, because one’s exposure to language does not necessarily mean that they infer how to use something appropriately, or even notice that item altogether. Delaney (2022) discusses PMs’ function and provides us with many examples, which are in fact used by the students participating in this research, as can be seen in excerpt 1 below:

Excerpt 1:

“FI: So, I think we can say the Right to Know and Transparency Movement you can know what is happening [?] and maybe change [?]. [.]
MT: So, now we have to think about two things [*]” (G2A03b, l. 35-37).

In the quoted excerpt, FI and MT are resuming their discussion after having interacted with the teacher to ask for help. The “ubiquitous so”, as Delaney (2022) calls it, seems an overwhelmingly common PM in the English language and its usage frequency is high, so learners do seem to notice, incorporate and use it in their own speeches.

On the other hand, data collected in this research revealed the tendency for other very common PMs from the Portuguese language to appear in learners' utterances as well. Even though learners have been exposed to, know and use some PMs of the English language, they translanguage selecting those of their L1 as well. In total, various different Portuguese PMs occurred in 174 lines from the 3,123 lines generated by the transcription, representing approximately 5.57% of the total. Excerpt 2 below exemplifies such uses:

Excerpt 2:

“MA: [?] Ah, in my picture I can see *é* [.] a lot of people in group and street, in the street, *né*, of city. The people use [.] talking about microphone. The people use [*]
FA: Signs?
MA: Signs! [.] The people, *é*... [.] different, different [*]
FA: Clothes?
MA: People [*]. What?
FA: Clothes?
MA: *Á*?
FA: Continue.

MA: *É*, different peoples, *é* [...] together, different colors [...]
 FA: Ahm [*]
 MA: Different colors [*]” (G2A02c, l. 07-18).

In the excerpt quoted above, MA and FA are negotiating meaning while MA describes a picture she is holding in her hands, which FA can not see. Even though all students have reached C1-level in this class, there is a clear imbalance in linguistic proficiency between the two students. MA needs more time to find the word she is looking for in her repertoire, and her PM of choice to gain that time is mostly *é*, the very same that would be used if this dialogue were happening in Portuguese. To keep conversation going and fluid, FA tries to aid MA by suggesting the word she guesses her peer might be in need of. This shows both learners are invested in the meaning-making process, and Portuguese PMs emerged naturally in this negotiation of meaning. As MA prioritizes conveying meaning in English, she was more invested in looking for actual content words in L2 to practice the language being learned, and left PMs unattended. This does not mean she can not use or recognize English PMs, rather, her priority was to communicate instead of maintaining L2-use in such minutiae detail. It is clear from the context that “*é*” represents MA’s processing of her repertoire, while “*ã*” plays the function of signalling she did not understand what was said before. These are two common uses for both “*é*” and “*ã*” PMs in Portuguese, which she reproduced in her speech when prioritizing the message.

FA, on the other hand, whose linguistic maturity can be attested in other interactions in which she plays a more active role in guiding a discussion or contributing to the task under execution, uses a PM whose acoustic construction, differently from Portuguese, in which sound is nasalized, adopts the full /m/ sound at the end, as in the English PM “Ahm”. Rather than a better performance, that simply represents a release of brain processing power, given that FA is acting as a recipient in this situation, while MA is playing a more active role in communicating a message.

Curiously enough, excerpt 2 contains two of the most commonly used Portuguese PMs in the data collected for this research, which are, in order of frequency, “*é*” and “*ã*”. “*É*” was used in 55 lines, approximately 37% of the total of PMs, while “*ã*”, having been used in 49 lines, approximately 33%, leaving the other 30% of occurrences to all other Portuguese PMs utilized during the recorded activities. It is important to highlight the fact that a variation of “*ã*” was also used, as in “*ã, tá*”, to signal understanding of the message, but, because of its different

pragmatic function, was not considered part of the initial “*ã*” and, thus, did not impact the correspondent 33%.

Next, we discuss the second metafunction, and a rather common one, especially in a pedagogical context such as the one reported in this research: vocabulary request.

4.1.2 Vocabulary Request

When learning a new language, students must be able to accommodate both grammatical and lexical information, and understand how to use them appropriately to convey their intended message. In the learning process, students’ repertoire will oftentimes lack specific lexical items to express the ideas they want. It is logical to infer, then, that one of the first communicative functions presented to students in language courses is how to ask for vocabulary. This is done mainly by using formulaic expressions, such as “how do you say *so and such* in English?”, “what’s *so and such* called?”, etc, which are introduced to students as a means of maintaining the use of L2 when in need of vocabulary.

As expected, learners who have reached C1 level in a course will be much more independent learners, and will be able to get their message across even when a specific lexical item is missing in their repertoire by using different strategies to convey and negotiate meaning with their interlocutors. Such independence relies on various reasons that can range from one’s attitude toward the language being learned to metalinguistic maturity, and it varies from person to person. Still, even the most experienced learner will encounter moments in which they may need to compensate for the lack of vocabulary, and an alternative is also to ask for the corresponding lexical item in their L1. This is the exact situation in which this metafunction occurs. In this research, it was used in only 19 lines, as the study was carried out in two C1-level groups, representing approximately 0.61% of the total of lines.

During learners’ initial years as students of English, they will resort to formulaic phrases to ask for vocabulary, followed by the unknown word in L1, because they are trained to do so in order to maintain L2 use. This practice becomes a classroom protocol that students follow in order to get a response from the teacher. However, in real-world bilingual interactions, a simple change in intonation can transform an L1-word into a question, which is pragmatically interpreted and understood as a request for vocabulary. The first practice, even though more common for initial level students, is kept when addressing the teacher for information, as can be seen in excerpt 3 below:

Excerpt 3:

“LU: Mister, how do you say *greve* in English?

T: Strike [*]

LU: Ok, strike. I just remembered. Who is, uhm, truck drivers’ strike? [*]” (G2A02d, l. 59-61).

As mentioned before, the use of the formulaic expression can be attributed to a classroom protocol, and, because a student is talking to the teacher to ask for vocabulary, that protocol must be followed. Even though the exemplified situation is completely ordinary in the classroom environment, and not at all problematic, it reveals the tendency of a much less fluid interaction when the teacher is around, and linguistic expectations need to be reached. Learners show the feeling of having to adapt their linguistic practice to a more formal one in order to reach a certain standard that must be attained in order to be considered good students who behave appropriately. Excerpt 4, on the other hand, reports a situation in which vocabulary is asked for and provided within the working group themselves, without the teacher’s interference:

Excerpt 4:

“AL: *É*... I-I think that the [.] the word [?] *Respirar*?

NA: *É*, breathe.

AL: Breathe. I think the, the people [?] [*]” (G1A01a, l. 20-22).

Note that AL also displays the use of “*é*” as a pragmatic marker to signal the search for vocabulary, as discussed in section 4.1.1. When not being able to find a word, she simply translanguages to L1 with the use of an interrogative intonation that is pragmatically interpreted by NA as a vocabulary request. Having access to the needed lexical item in his repertoire, NA provides it, which AL incorporates in her utterance, and follows the carrying out of the activity. A more pragmatic attitude that prioritizes the fluidity of the interaction is adopted in this situation, when the teacher is not present to help, rather than a protocol-oriented one. That empowers learners to act upon the use of language in a much less mechanical way, and creates a much more meaningful use of language, which bears more resemblance to real-world interactions, even when in an educational context. Because people interacting in the situations aforementioned share the same L1, it is possible to use different strategies to negotiate meaning and find the appropriate word in need. Excerpts 5 and 6 below exemplify other situations in which it happens, but demonstrate learners’ expectancy of reproduction of a very traditional classroom dynamic, opposite of the one intended in a PBL curriculum:

Excerpt 5:

“MO: Like, uh, a food industries, right? We can talk about the, the, I forgot the name in English, like, *embalagens*?
 [.]
 GI: I don't know how to say that in English too.
 EV: Yeah, I don't know, but we can say plastic.
 MO: Yeah, plastic [*]
 EV: Plastic [*]
 MO: About the plastic, cause some, some industries have the *embalagens* [.] *é...*, *sustentáveis*.
 EV: The *plastics*, *sustainable plastics*.
 GI: Sustainable [.] plastic. [.]” (G2A06a, l. 99-107).

Excerpt 6:

“[door opening]
 MO: [faking a sad laugh] ahn-ahn-ahn-ahn, I wanna kill myself. [.]
 T: Don't do it. [.] Thank you, excuse me, I'll stop the recording.
 MO: OH! How I can say *embalagens* in English?
 T: Packaging.
 MO: Packaging.
 GI: Packaging!” (G2A06a, l. 165-171).

The two lastly cited excerpts are extracted from the same interaction between learners carrying out an activity outside the classroom. In this task, the class was divided into two groups: one group remained in the classroom, and the other one went outside. The group that remained inside watched part of a TEDtalk that discussed how big data, the topic of the lesson, had helped the food industry. The group outside whose dialogue is reproduced in the above excerpts had to brainstorm five ways in which they thought big data had in fact helped the food industry. In other words, learners had to guess what the group inside the classroom would see in their video.

In excerpt 5, MO is contributing to the task, but finds the word for “*embalagens*” (packaging) missing in her repertoire. Like in excerpt 4 before, when unsupervised by the teacher, she resorted to a pragmatic function rather than the formulaic expression learned, also for reasons of fluidity of the interaction, and not to break her train of thought. In this situation, a vocabulary request is in place, but what follows testifies to the complex linguistic mobilizations bilingual people engage in to “make sense of their bilingual worlds” (García, 2009, p. 43). Even though the English word was not known by any of the students carrying the activity out, EV offers an alternative word, “plastic”. Despite it not being the precise word, in that context, meaning was negotiated, and all interlocutors decided that the word “plastic” would be used to represent the intended term. MO seems to reject that negotiation, and a few lines later insists on using the word in L1. In fact, she seems to have reached the conclusion

that the term she actually wants to use is “*embalagens sustentáveis*” (sustainable packaging), and plastic is not a valid alternative for it for conceptual reasons. The need for vocabulary lingers on, and moments later, when the teacher comes to signal the end of the activity, she translanguages back to the formulaic classroom protocol of asking for vocabulary, which is reproduced in excerpt 6. When supplied with the appropriate word, they realize that they had known the word all along. From those situations, two problematic scenarios arise:

The first, probably a consequence of the frowning upon the use of L1 in class, is that it generates in the students a feeling that they have to produce grammar-perfect English and that simply getting the message across is not enough. MO reproduces the belief that even though “plastic” does not accurately represent the concept she needs, an agreement between the group to prioritize communication is not enough to satisfy the linguistic needs involved in the interaction, not even in a pedagogical context. Which leads us to the second problematic scenario: the role played by teachers and students.

During the whole semester, learners were free to use their mobile devices without any restrictions¹⁶, and it was in fact not only encouraged but also incorporated in many activities. In excerpts 5 and 6, learners could have used their mobile devices to search for the word they needed, which did not occur to any of them. A very passive posture is revealed on the part of students, who do not see their devices as a possible tool to enhance learning. Additionally, as in the first problematic scenario, the adoption of a term was not enough to satisfy MO’s linguistic needs. Only when the teacher was asked and provided an option was that need fulfilled. That reinforces the image students have of the teacher: that of “know-it-all”, an almighty dictionary with all the linguistic answers learners may need, which is, underneath it, the expectation of reproduction of the classroom dynamics in Basic Education schools, a traditional one. Scrivener (2011, p. 15) discusses that matter when he says that

It [traditional teaching] is often based on an assumption that the teacher is the “knower” and has the task of passing over knowledge to the students, and that having something explained or demonstrated to you will lead to learning and if it doesn't, it is because the teacher has done this job badly or the student is lazy or incompetent.

It may seem harmless and show competence when a teacher is able to provide every single word learners may require of them, but that generates a dependence that does no good for one’s learning and steals the opportunity for peer-learning and the development of other

¹⁶ On January 13th, 2025, the president passed a law that prohibited the use of personal portable devices in public and private schools of Basic Education in the country (Brasil, 2025). We reinforce that this study was undertaken in the second semester of 2024, and hence was not impacted by the aforementioned law.

communicational skills, such as rephrasing. A good teacher must offer opportunities for learners to share and build knowledge upon themselves, and find ways to compensate for the need of specific words, an ability that tends to naturally improve as learners progress in their studies. Additionally, students need to develop a sense of self-sufficiency to search for information and learn from it, rather than passively receiving it. Providing situations in which learners can actually engage in research helps them develop academic and life skills that can be applied in different areas of their lives. Even though learners were studying under a PBL curriculum during data collection for this research, they may not have been in contact with a type of learning that brings them to the center of the learning and shifts the teacher to adjacent ones before. That points to a need of incorporating activities that challenge students to take a more active role in schools and hold them accountable for their own learning. In the next section, we discuss the next metafunction: concept explanation.

4.1.3 Concept explanation

Similarly to section 4.1.2, vocabulary request, the manifestation of this new metafunction to the use of Portuguese in class is related to missing vocabulary in one's repertoire. However, the missing vocabulary is expanded to L1, and learners can not find the word in Portuguese, making it impossible to resort to the vocabulary request metafunction. This phenomenon is known in the literature as the tip-of-the-tong (TOT).

Oliveira (2016, p. 566-567) defines the phenomenon as

[...] the moment in which the person searches for a word, accompanied by the feeling that it is about to come or that it has already slipped. [...] Depending on the degree of formality of the situation, as well as the relevance of the missing word [...] [,] the speaker resorts to different discursive strategies: they can publicly admit they do not remember it, asking their interlocutors for help, or produce paraphrases and circumlocutions that, many times, allows for the necessary time to “remember” or be reminded by the others. [...] Due to the velocity of the production of utterances in the verbal interaction, there may emerge in its place other words that are related, be it by phonological traces, situational, conceptual or affective [...]¹⁷.

Given the CEFR level of the students participating in this research, it is expected that they display a certain level of proficiency that allows for fluent expression of the intended idea

¹⁷ “[...] [o] momento em que o sujeito procura uma palavra, acompanhado da sensação de que essa já vai surgir ou de que já lhe escapou. [...] Dependendo do grau de formalidade da situação, bem como da relevância da palavra que falta [...] [,] o falante recorre a diferentes estratégias discursivas: pode admitir publicamente que não se lembra dela, solicitando ajuda aos seus interlocutores, ou produzir paráfrases e circunlóquios que, muitas vezes, lhe dão o tempo necessário para se “lembrar” ou para ser lembrado pelos outros. [...] Devido à rapidez da produção de enunciados na interação verbal, podem surgir no lugar dela outras palavras que a ela se relacionam, seja por traços sonoros, situacionais, conceituais ou afetivos [...]” (Oliveira, 2016, p. 566-567).

in English, even when in need of specific words. When the needed lexical item is found neither in L1, nor in L2, some learners will resort to explain it in their L1 as seen in excerpt 7 below, the only one in which Portuguese occurred in this research under this metafunction:

Excerpt 7:

“AL: But [*] we [*] ahm the, the psychology, ahm... [*] *esqueci a palavra em português, aquilo que as pessoas fazem que elas falam prum monte de gente.* [*] TEACHER, *QUAL É O NOME?*

GA: Gossip?

AL: *DAQUELE NEGÓCIO?* [*] *QUE AS PESSOAS FAZEM PRA UM MONTE DE GENTE?*

GA: Gossip?

T: *Maldade.*

AL: [laugh] *Não,* [*]

NA: No, I think, I think [*]

AL: *tipo assim, que vocês tão num palco e falando* [*] *prum monte de gente.*

T: *Palestra.*

AL: *Palestra!*

T: Speech. No, talk, TALK!” (G1A01a, l. 59-71).

In the quoted excerpt, that ranges from 12 lines, 0.38% of the total, AL understands the idea she wants to convey, that of an academic talk. She lacked the term in English, but could not recover from her repertoire the word in Portuguese either, so she could ask for help. She naturally translanguages to Portuguese and uses it as a tool that can speed the process of remembering the item she needs to convey her message, so she can focus on contributing to the discussion related to the task. Even though AL was working in a group with other people, she still saw the figure of the teacher as the “knower”, as discussed earlier in section 4.1.2, and resorted to him as the “go-to person” to aid in recovering the term she needed. The use of Portuguese in this situation served as a facilitator, as AL displays linguistic and conceptual knowledge when she rejects the initial suggestion offered by the teacher of “gossip”. Clearly, the teacher acted jokingly with the provided suggestion, which reinforced and encouraged her to maintain the use of L1 to refine her explanation and get the correct message across. This is of great importance to make learners feel at ease when they need help, and understand that Portuguese is not at all a villain. After the refinement of the explanation, the teacher was able to help the learner recover the Portuguese word she wanted, “*palestra*”, which AL confirms is in fact the correct needed term. In this situation, the teacher, instead of offering the opportunity for peer help, or guide learners to search for the word, he provided it himself. It is important to challenge this view of the teacher as a living dictionary and that can be testified by the mistake made in the initial answer “speech”, followed by the correction resulting in the appropriate word “talk”. That would have been a great opportunity to not only provide learners with the chance to help each other and share their knowledge, but also to develop a research culture in

the classroom. Additionally, that example also testifies in favor of the fact that teachers do not know everything, and that there are other ways of learning beyond “asking the teacher for help”. Next, we discuss the fourth metafunction: task comment.

4.1.4 Task comment

Yacomán and Díaz (2019) report in their study that, during a PBL curriculum, there is fluctuation in the amount of L1 and L2 spoken in the carrying out of an activity, but reinforce the fact that both languages are effectively used. They highlight that, especially when the teacher is not around to monitor the activity, learners will naturally translanguage to their L1. However, in their words,

[...] the fact that students are not speaking in English does not necessarily mean that they do not speak the language, or do not have proficiency or vocabulary. It can mean that they simply feel it is easier to use their mother tongue when no one is observing them, because they may feel more at ease, or to be quicker to communicate a message (Yacomán; Díaz, 2019, p. 8)¹⁸.

This metafunction refers to cases in which learners use their L1 to pay comments regarding the activity they are working on, and was used in 66 lines, approximately 2.11% of the total. Differently from using L1 to contribute *to* the task, this metafunction is used when they talk *about* the task itself, be it complaining about what they have to do, or clarify the objective or course of action. That was the case in excerpt 8 below:

Excerpt 8:

LU: [...] these kind of information is too, they are too, uhm, complicated to be [...] understood. You know?
 MO: Yeah.
 LU: [low volume] *Gente, eu vou escrev[*]* [normal volume] *ah, vou escrever tudo em Português!*
 MA: *Escreve que é melhor.*
 LU: *Botar TUDO em português!*
 MO: [giggle]
 LU: [?]
 MO: [giggling] *tem que pensar como Bolsonaroista.*
 MA: *Bota no [?]* (G2A03a, l. 98-107).

The task reported in this excerpt consists of a brainstorming session in which learners had to discuss and take notes of arguments to defend an assigned role for a debate, and think of possible counterarguments that could be used to refute the ones they created, so that they were prepared to act out the communicative situation. We can see that learners initially were using

¹⁸ “[...] o fato de os alunos não falarem em inglês não significa necessariamente que eles não falem o idioma ou não tenham proficiência ou vocabulário. Isso pode significar que eles simplesmente sentem que é mais fácil usar sua língua materna quando ninguém os está observando, porque eles podem se sentir mais à vontade ou pode ser mais rápido transmitir uma mensagem” (Yacomán; Díaz, 2019, p. 8).

English to communicate, but, due to the complexity of the argument and the task itself, they grew tired of trying to convey their message and translanguaged to Portuguese. It is interesting that, initially, LU, the person responsible for taking notes, lowered her voice to inform she would write in Portuguese. This course of action may be explained by the fact that this activity was carried inside the classroom, with the presence of the teacher. This points to the perception of the teacher as one who will steal from learners the possibility of *communicating*. However harsh, it is exactly what happens when a teacher prohibits learners from using their L1 for improved communication.

It is important to highlight that this excerpt comes from activity 3, which was recorded during the third unit out of four of the semester. That indicates that learners had had at least two months worth of class under the PBL curriculum and were encouraged to use L1 when needed, so they did not need to feel as if Portuguese was a crime in class. This change in attitude can be seen by LU's interruption of her utterance and the raise in the volume of her voice to that of a regular interaction, when she reinforces she would write everything in Portuguese. MA seems to agree that the best course of action to improve the results of the activity is in fact to translanguange to Portuguese and speed up the process, in accordance with Yacomán and Díaz's (2019) report.

In the sequence that follows, this group optimized their brainstorming greatly and were able to collect one argument, something that had not been possible prior to the translanguaging moment. However, and, again, in accordance with Yacomán and Díaz's (2019) report, learners did in fact also use English to verse the arguments they collected in Portuguese, as seen in excerpt 9 below:

Excerpt 9:

MA: *Então. Então, vámo lá* [*]

[...]

MA: *Vámo botar pra inglês. Pessoas que, que traba*[*], *quem estuda muito, né, dé*[*]

[...]

LU: If you do what you need to do, then you don't need to know that because you will, like, be paid for that (G2A03a, l. 152-158).

Those lines occurred minutes later. Learners brainstormed their ideas in Portuguese, but were aware that they would still need to communicate those facts in English when the debate started. Therefore, they had to work on versing the ideas to English, which they naturally engaged in doing, without the need to be told so. Also note that, even though contributions to the task were made among the situation reported in the previous excerpt, in this metafunction we are concerned only with learners' utterances related to their metadiscussion, those that reveal

instances of learners talking *about* the activity. Situations in which learners use L1 to provide arguments *to* the task will be addressed later in another metafunction (see 4.1.11). But, first, following the order of occurrence in the transcribed data, in the next section we discuss the fifth metafunction: interaction comment.

4.1.5 Interaction comment

In the previous section, we made a case for learners' use of L1 and L2 both happening in class, especially when learners are unsupervised, as stated by Yacomán and Díaz (2019). However, as they also put it, “[...] every time students asked a question in English, they would also answer in English¹⁹” (p. 8), which indicates that learners will translanguage between L1 and L2 based on the language uttered before. A plethora of motives can testify to learners' choice of language to express themselves, however, some of which may be related to a simple choice. Data collected in this research does not always support what has been reported by the aforementioned authors, and learners will sometimes translanguage to L1 even when their peers have been talking in English. In excerpt 7 mentioned earlier in section 4.1.3, the teacher was helping AL remember the word “*palestra*” in Portuguese. After “gossip” had been suggested by GA as an alternative for the concept AL was explaining, the teacher translanguage to L1 and commented on GA's utterance with “*maldade*” (that was mean) jokingly. This is the use of this metafunction: when L1 is used to pay comments to what has previously been said by other people in both L1 and L2. This metafunction was used in 19 lines of the transcription, approximately 0.61% of the total.

Two other examples of this metafunction occurred in the sequence quoted in excerpt 10 below. In the situation, NA and LA are informing the teacher that they had finished doing the task they were supposed to. The interaction was as follows:

Excerpt 10:

NA: I, I, I, I told [*] all the things [*]
 LA: All the things in the picture [giggle]
 T: [giggle] *Ok, fazer o quê?*
 NA: *Ai eu fiquei com pena.*
 T: *Tendi* (G1A02a, l. 110-114).

After LA reinforces that she had described all the details in the picture she had received, the teacher expresses his resignation by translanguage to L1. The English expression “oh

¹⁹ “[...] sempre que os alunos faziam uma pergunta diretamente em Inglês, eles também regularmente respondiam em Inglês” (Yacomán and Díaz, 2019, p. 8).

well” serves the context perfectly, yet the teacher chose to say it in Portuguese, even after the previous utterance had been in English. The particular choice of language, although completely unrelated in this context, has led to NA’s freedom to also translanguage and express his feeling, which is another metafunction that will be discussed individually later in section 4.1.12. The teacher keeps the stream of L1 and comments on NA’s utterance. This example shows us that bilinguals have at their disposal their whole repertoire from which they select features that are not always based on a reason. It is interesting to notice, however, that when the teacher does translanguage to L1, learners are encouraged to do so too, without feeling like they are misbehaving. The quoted interaction displays a moment in which learners and the teacher are at ease to interact freely and make use of both languages in favor of communication. They are the masters of the language, and not otherwise. In the following section, we discuss the sixth metafunction: peer correction.

4.1.6 Peer correction

While negotiating meaning and interacting, learners will naturally make mistakes, rephrase, recast, take turns, etc, to favor communication and maintain the flow of the interaction. As a process that involves multiple interlocutors, it is expected that all people are invested in understanding and being understood. This is an active process, and sometimes peers have to interfere in each other’s discourse to make sure the message is accurately received. Data in this research revealed a tendency to use “*não*” (no) or the pragmatic marker “*ã-ã*” to negate and correct information in the discourse. This is another metafunction, and is referred to as peer correction, for its intention of correcting someone else’s utterance. It occurred in a total of 4 lines, approximately 0.13% of the total. Excerpts 11 and 12 below show two of those occurrences:

Excerpt 11:

BI: that [stutter] /s/ [*]
 LA: the Sundae or the [?] [*]
 BI: *Não* [*] *Não, the casquinha!*
 FL: *Ah tá.* [.] (G1A01c, l. 29-32).

Excerpt 12:

T: Like, if you go to the shopping mall, you pay for the bus ticket.
 BI: *Á-ã*, we go [*] on, by, on [*]

In the excerpts above, we see BI translanguaging to Portuguese when she corrects the information being asked or presented before. Having reached C1 CEFR level, it is obvious to

suppose that she had learned how to negate and to correct someone politely, even possibly had contact with other pragmatic ways of doing so that do not resort to a lexical item, such as “no”. In the mentioned examples, BI displays that she is in fact in contact with both Portuguese and English in her repertoire, and simply happens to have selected L1 for that specific use of correcting their peers at that moment. There does not seem to be a specific reason to do so beyond an extempore decision. As García and Wei (2014) discuss, “[t]he focus on language practices of language users has been signaled by the adoption of the term *linguaging* [...] emphasizing the agency of speakers in an ongoing process of interactive meaning-making (p. 9). BI *chooses* to act upon language and uses them as resources to communicate the way she feels most comfortable in the context of interaction.

4.1.7 Self-correction

As presented in the previous metafunction (see 4.1.6 peer correction), because of oral communication’s impromptu nature, sometimes speakers will say things that are not exactly what they want to say and/or are appropriate to say in that context, be it for a matter of register, grammatical or information accuracy. Speakers will then engage in trying to fix those mishappenings, which are part of the mental processing underneath the use of language. Data collected in this research indicated, like in section 4.1.6, peer correction, the tendency to use *não* (no) to correct themselves, beyond correcting their peers. Even though this repairing mechanism is very common in oral production, its use in L1 occurred in only 5 lines in the transcription, approximately 0.16% of the total. Excerpt 13 below demonstrates one of such cases:

Excerpt 13:

NA: *Teacher*, I-I-I don’t, I, I don’t know, *não*, I don[*], *eu não sabia*, *I don’t knew*.

T: I didn’t know.

NA: I didn’t know she, she’s, she have the same (G1A02a, l. 106-108).

In NA’s lines, we witness heavy metalinguistic processing, in which NA is juxtaposing knowledge from both Portuguese and English languages. NA can not mobilize the accuracy element of language, but his message does come across clearly. While metalinguistically selecting the appropriate lexico-grammatical elements, NA demonstrates command of his repertoire, which demands great brain power, by focusing on trying to build the accurate L2 grammar. Because of that, *não* (no), a word from his L1, and consequently one he is much more accustomed to, serves the purpose of releasing brain processing power, leaving room for other

metalinguistic operations that are prioritized in his enunciation. These metalinguistic operations being made will be discussed in their dedicated section (see section 4.1.9). This inattention to details demonstrates how learners will prioritize what to focus on depending on situational elements. In this excerpt, NA focused on accuracy, but more often than not learners will focus mainly on communication. Perhaps the presence of the teacher in this interaction is an indication of the focus shift from the message to accuracy. The student may have felt judged and obligated to produce a grammar-perfect utterance. This also points to the role of the teacher as not one to help learners build knowledge, but that of a tyrant, whose sole objective is to remove learners' L1 so that they can learn an L2. Clearly, there needs to be a change in attitude towards language use within L2 classrooms. Next, we discuss the next metafunction, peer help.

4.1.8 Peer help

This metafunction testifies for the true nature of bilingual communication: a negotiation of meaning. Due to the fact that this research reports classroom interaction, therefore a pedagogical objective is in place, learners are invested in practicing the L2 they are learning, English. Every teacher who has taught an L2 class can confirm that there is always an imbalance in the levels of proficiency among students in a classroom, and that may point to a variety of reasons that are out of the scope of this study. What is important for this metafunction is that learners are invested in trying to use as much L2 as possible, and that they will aid peers in need, sometimes using L1. It occurred in 2 lines, approximately 0.06% of the total. Due to the low frequency of use of this metafunction, it shows learners are also capable of helping each other in English, and will do so in most of the cases.

Excerpt 7 quoted earlier in section 4.1.3 contains one such example. Before helping AL with the word in English she needed, the teacher had to confirm that the concept the student was explaining was correctly understood. To avoid misunderstandings, the use of L1 serves as a clarification tool that can ensure the correct reception of the message. This was vital in that context, and avoided that the student learned the correct correspondent word for the concept intended. In this situation, the teacher was part of the interaction and helped the student, which points again to the presence of the teacher as an almighty one. AL could have asked any of her peers, but, because the teacher was around monitoring the activity, she resorted to him, instead. That is not always the case, however. Excerpt 14 below reports a situation in which learners were carrying an activity outside the classroom, without the presence of the teacher:

Excerpt 14:

LU: What's the definition of data? [giggle] I forgot.

BR: I think it is [*]

LU: Information? [*]

SO: *Dados*. Yeah. Information. [.] (G2A06b, l. 07-10).

In this example, learners used translation to speed up the process and make sure everyone was at the same pace to continue the discussion. The words “data” and the less usual singular form “datum” had been learned the week before, so learners had not been in contact with it for long, the reason which may have caused LU not to recover it from her repertoire fast enough. In her second quoted line, it is clear that she could remember the content of the word by the use of synonymy, but not as fast as SO translated it, which, like in the previously discussed example, made sure no misunderstanding happened. This is of great importance and shows learners are invested in using English, even when unsupervised, and L1 serves not as the *only* source of communication, but as a tool that enhances comprehension and allows students to focus on communicating effectively and appropriately tackling the task in progress. In the next section, we discuss the ninth metafunction: cross-linguistic inference.

4.1.9 Cross-linguistic inference

This metafunction is, perhaps, the most significant one in this research for various reasons. For one, it refutes the misconception that bilinguals contain two monolinguals in one person, *i.e.* that one who is bilingual has two independent systems stored in their brains, and activates and deactivates them at will, as suggested by codeswitching (Boeschoten, 1998; Lin; Li, 2012; García; Wei, 2014; Temesgen; Hailu, 2022). Rather, all languages known by the speaker are registered in their brains as a unique repertoire, from where features are selected to make sure the intended message is communicated. Indeed, communicating a message is, minimally, a two-way process, and depends on a negotiation of meaning that happens during the interaction. The point is, however, that, differently than what has been the widespread view in SLA, “[...] there is a cognitive interdependence that allows for transfer of linguistic practices. More recently, neurolinguistic studies of bilinguals have confirmed [...] that even when one language is being used, the other language remains active and can be easily accessed (García; Wei, 2014, p. 13). That means that even when learners are speaking the L2 they are learning, L1 is still being used to process the information received and being produced. What has been described in the literature as “interferences” (Selinker, 1972) are, in fact, complex

metalinguistic operations that are used to facilitate the production and reception of the message, and would be better termed “inferences”. In this metafunction, this metalinguistic processing happened at various levels of both languages involved: phonological, lexical, syntactical, and cultural-discursive. It occurred in every single audio recording, in 197 lines, approximately 6.31% of the total. In the following subsections, we report some examples at every level.

4.1.9.1 Phonological

At a phonological level, learners used Portuguese’s phonological system to infer the pronunciation of unknown words. Additionally, when reciting the alphabet to find the appropriate letter to complete a word, learners also tended to pronounce them as in their L1. Excerpts 15 and 16 below demonstrate such cases:

Excerpt 15:

LU: *Datum* /da'tw̃/?
 FI: What is [*]
 MA: *Datum* /da'tw̃/?
 FI: What is *datum* /da'tw̃/? [laughing]
 MA: *Datum* /da'tw̃/.
 GI: There’s something wrong.
 T: THAT’S THE WORD! (G2A05, l. 305-311).

Excerpt 16:

BI: *A, B, C, DE* [*]
 GA: *É T, CATUM* /ka'tw̃/.
 BI: *F, G, H, I, J, K* [*] *CATUM* /ka'tw̃/.
 All: [giggle]
 AR: *CATUM* /ka'tw̃/.
 T: Now you need to check, ‘cause one of them is wrong (G1A05, l. 305-310).

Both excerpts come from the same recorded activity, the fifth one. In this task, learners were working on an interdisciplinary challenge composed of five riddles. Each riddle mobilized knowledge from different fields, such as Math, Linguistics, course organization, etc. The answer of each of the puzzles resulted in a number that pointed to the position of a letter in the alphabet. The letters formed the word “datum”, the singular, less common word for “data”, which was the topic of the unit they would study next. In each excerpt, learners formed different words, but read them according to Portuguese spelling. A phonetic transcription was provided to demonstrate how the words were pronounced. That reinforces what García and Wei (2014) reported that both languages are active in the brain at the same time. In the situations exemplified, learners, even though aware that they were forming an English word, used their

Portuguese phonological rules to read it, causing them to distrust their answers. This choice does not seem to have a contextual cause other than how they felt more comfortable reading.

In excerpt 16, beyond the pronunciation of the word having followed Portuguese phonetic rules, the alphabet was also recited in L1 while counting the letter to the defined position encountered in the riddle. In this situation, there seems to be a preference for using Portuguese names for the letters when reciting them in alphabetical order. This will be discussed in a dedicated section later (see section 4.1.16). This preference proved not the same in BI's second line. She translanguaged to Portuguese structure of affirmation “é” (it is) and then translanguaged back to English, pronouncing letter T in L2. Right after that, she read the formed word in Portuguese. Although the data can not provide us with enough material to build a generalization, there seems to be a regularity in students' choice: when reciting the alphabet in order, if they are more invested in finding something else, other than practicing the names of the letters, learners will translanguage to their L1. Next, we discuss cross-linguistic inference at a lexical level.

4.1.9.2 Lexical

From the lexical level, we start to notice learners' mobilizations of L1 elements that have traditionally been described as errors. Ur (2012, p. 88-89) discusses that

[i]n a first language, learners have no ‘competing’ language, and their mistakes therefore will be a result of what they know, or don't know, of the language so far. For example, they may over-generalize rules (e.g. *goed instead of went). As they hear the correct forms more and more, these will naturally take over, and conscious correction is not absolutely necessary [...]. However, second language learners are already fluent in one language. So, unless they are aware of the differences, they may sometimes unconsciously apply a usage which is not appropriate for the second language ('interference').

and although that may be true and problematic in written academic situations, in everyday conversation those inferences prove to be an invaluable resource to guarantee a conversation can be established and the message can get across. The so-called “interference” is, once again, an inference, proof that learners are operating complex metalinguistic workarounds to prioritize the message, rather than accuracy. Excerpts 17 and 18 below demonstrate such cases.

Excerpt 17:

AN: It's something that works when someone [?] the, the rights.

NO: Mhm.

LU: Like, what?

AN: *Is when* someone disrespects workers' rights. [...] And they *organizate* something (G2A02d, l. 55-58).

Excerpt 18:

FA: I don [*] I, I don't remember if it was really *a meat* or if it was, like, *a fish*, a piece of fish. I don't, I don't know.

GI: This is very [?] Oh my God, I'm gonna write *3D impression* [*], and then we explain, right? [.] *Impressions*, like that? I don't know. Copy. Could be copy, right? Or [*]

BR: I think it could be. [*]

GI: Is it *Impression*? Or copy? [.] I forgot [laughing] the words. [.]

FA: *Put impression*, I don't [*]

GI: *Impression*, yeah. [.] Ok, there is something, like, when [.] they started using, ahm, *agrotóxicos* to make food, like, faster, grow faster, you know? How do I say that in English? (G2A06a, l. 33-41).

In excerpt 17, AN creates the hybrid version “*organizate*”. This hybrid form occurred from the proximity of the verb “*organizar*” to its English translation “to organize”. Inferring that -organiz is a root, AN added the suffix -ate, which ends certain verbs such as “illustrate”, “calculate”, “graduate”, etc. Because all other students interacting with him in the situation share Portuguese as their L1, comprehension was not hindered and communication was established. This use demonstrates how AN is invested in communicating in English, and is naturally making inferences to cater for words that may be missing in his repertoire.

Excerpt 18, initially contains lexical inferences made by FA in “a meat” and “a fish”, both referring to food, quantifying them with the indefinite article “a”. In Portuguese, these are used as such, “*uma carne*” (a beef) and “*um peixe*” (a fish fillet), all initiated by the indefinite articles “*um/uma*” (a/an). Although not grammatically accurate in English, these forms do communicate the intended message accurately and can be understood by all interlocutors. In the following lines, similar to what was reported before in section 4.1.2, learners were not sure as to what word to use to talk about 3D printing. In the same way that happened in excerpt 5, learners negotiated a word that, even if they were not sure it was the correct one, would serve that context, and, as they said, they would explain what it meant. This time, rather than asking for the correct word, communicating was good enough for the group and the hybrid version remained. Their hybridized version “*3D impression*” comes from the Portuguese “*impressão*” (printing). The word “impression” in English means “an idea or opinion of what something or someone is like” (Cambridge Dictionary, 2025), rather than “the activity or business of producing writing or images on paper or other material with a machine” (Cambridge Dictionary, 2025). Once again, this hybrid form testifies to learners’ investment in using L2 to communicate and operate complex metalinguistic workarounds to compensate for missing vocabulary. Lastly, “*agrotóxicos*” (pesticides) was not translated at all. After struggling and wasting time deciding on a word to replace “*3D impression*”, learners felt they could save time and use the

word in L1 and still perform the task without any hindrance to their production. Were learners to try to search or decide on a word to replace it, a lot of time that could be invested brainstorming ideas for the task would have been lost. For the sake of continuity, L1 served as a tool to communicate.

These reported uses, although comprehensible within this context, in which all students share the same L1, may cause problems in the communication elsewhere. To compensate for that, people use other elements to make sure the message is correctly understood, such as paralinguistic elements (facial expressions, pointing, etc) or even resort to technology, when available (automatic translation softwares, such as Google Translate, image searches, GPS softwares, etc). In the context of this study, a classroom in Brazil where all learners and the teacher speak Portuguese as their L1, not using it to aid in the learning is wasteful. As Krause-Lemke (2020, p. 2084) puts it, “when working in a multilingual context, using monolingual strategies constitutes a waste of linguistic resource and knowledge²⁰”. Next, we present cross-linguistic inferences at a syntactical level.

4.1.9.3 Syntactical

In this subcategory, we discuss learners’ syntactic operations that resemble that of Portuguese when building their sentences in English. Radford (2009, p. 1) posits that

Syntax is the study of the way in which phrases and sentences are structured out of words, and so addresses questions like ‘What is the structure of a sentence like *What’s the president doing?* and what is the nature of the grammatical operations by which its component words are combined together to form the overall sentence structure?’.

Having access to a repertoire that contains elements from both Portuguese and English, learner production analyzed in this research will contain instances of their inferences from both languages in their repertoire.

Excerpt 13 analyzed in section 4.1.7, displays NA narrating the metalinguistic processing he is making at the moment of speech. He is aware of the use of auxiliary verbs to build negative sentences in English. He explicitly describes the word for word translation he is making at the moment in “*eu não sabia*”, but, like in Portuguese, in which there is no use of auxiliary verb to negate, he places the tense on the main verb “know”. This reinforces García and Wei’s (2014) argument that both languages are in fact active in the brain and both contribute to the communication of the message. NA demonstrates the desire to use and practice L2, and

²⁰ “[...] ao trabalhar em um contexto multilinguístico e usar de estratégias monolíngues constitui-se em um desperdício de recursos linguísticos e de conhecimento” (Krause-Lemke, 2020, p. 2084).

uses his whole repertoire to do so. That testifies to the pointlessness of banning L1 from the classroom: it is always present in students' brains and will be used to make inferences that compensate for missing elements of either language.

Another example happened in excerpt 17, quoted earlier in this section. AN's last line was built based on Portuguese grammar that allows for a null subject in sentences initiated with verbs "*ser/estar*" (to be). In English, those situations, instead of omitting a subject, would use what is called a "dummy it" (Downing; Locke, 2006). The intended message in Portuguese "*é quando*" (it is when) gives place to one that contains its word for word translation. Once again, although inappropriate in written academic contexts, this utterance is perfectly fine for maintaining communication and will hardly be a problem in conveying the intended message.

Another common syntactic inference, similar to that one discussed in excerpt 13, relies on the use of auxiliary verbs in English, but this time to build interrogative sentences. Excerpt 19 below demonstrates an example:

Excerpt 19:

AR: Watch Duna. One and two. Probably the tree, read the books [*]

VI: Yeah, read the books. *Ā* [*]

AR: See the old movies.

JA: *You have read the books?*

AR: Not yet (G1A01b, l. 97-101).

In this example, JA builds the question without the auxiliary-subject inversion required by the English interrogative structure. Instead, she reproduces Portuguese's affirmative order and changes the intonation at the end to signal she intends to ask a question. Similarly to the examples reported in this section, meaning is negotiated and communication is established without the need for grammatical accuracy. Learners are, again, invested in communicating instead of maintaining grammar-perfect English. García and Wei (2014) discuss how bilingual production that deviates from the so-called norm is based on a monolingual native speaker's perspective when it should in fact be analyzed under a bilingual lens that makes explicit the complex metalinguistic processing made underneath language use to favour communication. Differently from interference of L1 over L2 and error, this represents, in fact, an investment in communicating, which is the very objective of languaging as a verb (García; Wei, 2014). Excerpt 20 below demonstrates another very common association from Portuguese: the use of existential "have".

Excerpt 20:

BR: So [*]

GI: You're so good at this!

BR: My movement [giggle] is so famous too. *Have places don't like that, have so many problems for this, is about probably love and have a mont in the year for remember this movement* about different forms of love.

GI: *It is about LGBTQ person?*

BR: Yes [laugh]. Yes

GI: OK. [?] We're really good at this (G2A02b, l. 07-14).

In the previously quoted example, BR replaces the existential construction “there be” with the verb “have”, which is how that idea is expressed in Portuguese. As BR and GI share the same L1, it is perfectly understandable, and GI is able to make the necessary associations to guarantee communication is established. It is important to stress the fact that this particular case can generate misunderstandings when talking with people who do not speak Portuguese. However, and as stated earlier, communicating is minimally a two-way process, in which both interlocutors need to be invested in expressing and understanding their messages in a way they can be correctly understood. Both learners are so, hence they were able to understand each other, and that is the sole objective of the interaction. Lastly, like in excerpt 19, GI inverts the subject-verb position to ask a question, changing the intonation at the end to signal a question, which does not generate misunderstanding. Lastly, we discuss cross-linguistic inferences at a cultural-discursive level.

4.1.9.4 Cultural-discursive

At this level, learners make inferences based on cultural elements of Portuguese language or idiomatic expressions. The first cultural element has to do with the vocative used to refer to the teacher in the classroom. Excerpts 7 and 13 discussed in sections 4.1.3 and 4.1.7 respectively demonstrate it. In the aforementioned excerpts, AL and NA address the researcher by the use of the vocative “teacher”. In Portuguese, “*professor(a)*” (teacher) functions as a pronoun used to refer to a person whose profession is that of a teacher, and that is commonly used as a vocative in the classroom environment. In anglo-saxon culture, a much more formal situation is that of a class: students and teachers must refer to each other by their last names, preceded by the corresponding pronoun Mr./Mrs./Ms. Brazilian culture is much more informal in that matter, in which learners call each other by their first names and use “teacher” as a vocative. If not instructed explicitly, learners may never notice this cultural difference and overgeneralize based on their L1, similar to the posits of Ur (2012) mentioned earlier in this

section. AL and NA had never had classes with the researcher before, so they may never have had a teacher who clarified that for them.

LU, on the other hand, had already had the researcher as her teacher in previous semesters in the course, so that cultural aspect of the language was explicitly highlighted for her and her group. Excerpt 3, analyzed earlier in section 4.1.2 demonstrates her use of “mister” to refer to the teacher instead. Both these examples testify that learners may need explicit instruction, especially on cultural differences in order to appropriately use the target language counterpart. Being a mobilization of a linguistic item that is rooted in cultural elements, translanguaging takes place by a direct translation based on an inference. This use, even though not done for the statement of a sense of identity, maintains Brazilian culture present, creating a hybrid use of L2, generating new meanings and grammars, as posited by translanguaging scholars (Flores, 2013; García; Wei, 2014; Canagarajah, 2017). However, the use of “teacher” does not imply disrespect on the part of the student, since this study occurred in Brazil. Was this data collected in an English-speaking country, although the situation may cause confusion, communication would have been established, but the attitude may be perceived as inappropriate.

LU used another cultural element of Brazilian politics to communicate. Excerpt 21 below shows her invested in maintaining the use of L2 while translating a motto from the Brazilian presidential election of 2022:

Excerpt 21:

LU: I can't, I don't know how to be *Bolsonaro* /bowso'naro! [giggle]

T: Remember to take notes, OK?

LU: *I did the L*.

MO: Yeah.

LU: *I did the L!* (G2A03a, l. 01-05).

In the recorded activity, LU identifies her candidate in the elections by reciting the motto used by current president Luiz Inácio Lula da Silva during his run for the presidency. “*I did the L*” is the word for word translation of the sentence *Eu fiz o L*, which serves in discourse to separate her president of choice from the other candidate she mentioned in her first line, Bolsonaro. This example shows again how learners are perfectly capable of translating words to maintain the use of L2, which they do at will, based on how inclined they are to use the language to communicate or to generate specific meanings on their utterances.

Lastly, excerpt 22 below contains another example of language use by LU, showing her word for word translation of an English idiomatic expression

Excerpt 22:

LU: [finger snapping] like, like, we can make it [.] raw. *A gente pode, tipo, deixar isso meio cru, sabe?[*]*
 [...]

 MA: *É sobre isso* (G2A03a, l. 129-139).

LU shows us where her translation is coming from. The selection of the word “raw” meaning blunt, was perceived by her as possibly being an unknown word or use by her peers. To aid in comprehension and make sure the communication of the intended message happens, LU then translates the word “raw” as *cru* (not cooked), a literal meaning of the word in Portuguese. Even though the translation does not clarify the intended meaning, LU shows a desire to favor communication over maintenance of L2 use. A similar process happened on MA’s utterance. She reproduces a word for word translation of the sentence “it’s about that” used to close the informal explanation of something in casual conversation. That Portuguese translated version went viral on social media some years ago and people started incorporating it in their discursive repertoire. Both examples show how learners, invested in prioritizing communication, mobilize resources from both L1 and L2 in their repertoires. In the next section, we discuss the tenth metafunction: cross-linguistic jokes.

4.1.10 Cross-linguistic jokes

Similar to the situations reported in the previous metafunction, this one consists of cross-linguistic inferences made by learners as well. What differs one from another is the intentionality as to why the inference is made. In the previous metafunction, the sole objective of the metalinguistic workarounds made was to favor communication and guarantee the intended message was conveyed. This one, differently, the sole objective is to generate a humorous moment among peers that generate specific meanings that are only recoverable because people share the same L1. This metafunction occurred in one single instance in the data collected for this research, approximately 0.03% of the total, which is not representative in the total. Excerpt 23 below reports such occurrence:

Excerpt 23:

NA: Like, the, *é*, there’s parents who, Ah, that it’s, it’s, it’s... *frescu*[*], how can I say *frescura* in English?
 GA: *Teacher!*
 NA: How can I say *frescura*? [*]
 AR: [overheard the question and made a joke] *freshura* [giggle]. *Freshura*. [laugh] [*] (G1A01a, l. 90-94).

In this excerpt, NA needs to use the word “*frescura*” (fussiness) in English, which he does not contain in his repertoire. Overhearing the conversation from another group, AR mobilizes his knowledge of both Portuguese and English to make a joke. The hybrid version “*freshura*” derives from the Portuguese word “*fresco(a)*” (fresh), plus the addition of the suffix *-ura*, present in the original intended word, hence “*frescura*”. As stated earlier, this is a creative use of both languages in AR’s repertoire with a humorous intention behind it, which demonstrates how learners can operate their languages as desired not only to convey the message they want to, but also to make jokes that are recoverable from their shared L1, reinforcing students’ bonds and sense of cooperation.

4.1.11 Task contribution

This metafunction happens when learners translanguage to L1 to contribute with arguments to the task they are working on at the moment. Various reasons can dictate the reasons why learners translanguage in this situation: prioritize communication, speed up the process, lack of vocabulary or simply because they want to. However, unlike the previous metafunctions, the objective of the use of L1 is to contribute information to the task being carried out. Excerpt 24 below, an expanded version of excerpt 22 analyzed earlier provides us with more context to demonstrate the metafunction in question now, which occurred in 58 lines, approximately 1.86% of the total:

Excerpt 24:

MA: *A gente pode falar português?[*]*

T: *Claro*. If you have to.

MA: *Pra poder [*]*

LU: We can be natural?

T: Yes, you have to be natural. [*]

LU: [whispering loudly in a joking way] HI, MATHEUS!

T: This is part of the class.

MA: Natural? *Ã, é, assim, é, a gente tem que criar um argumento, né, pra fortalecer que, por exemplo, a gente tem que dizer que, a gente tem que ir contra essa situação de cotas racial, de, porque, é, tipo, pessoas que trabalham demais não precisa de cota, pessoas que trabalham demais não precisam [*]*

LU: [finger snapping] like, like, we can make it [...] raw. *A gente pode, tipo, deixar isso meio cru, sabe?[*]*

MA: *E quem estuda demais não precisa se preocupar com cota [*]*

LU: *Não precisa se preocupar [*]* (G2A03a, l. 118-132).

In this expanded excerpt, we can see a stealthy attitude in using Portuguese on the part of students initially by their asking for permission to use their own language. That attitude may have resulted from the classroom practice that this research aims to challenge and inspired its title, the one regretted by Cook (1999, p. 202): “[the] [u]se of the LI is seen not as desirable but

as a necessary evil”. Learners had to have explicit permission from the teacher to feel comfortable, and not disruptive, using their L1 to contribute and brainstorm ideas to the task more effectively. When permission was granted, learners engaged in expressing themselves much more easily and were able to speed up the process, enhancing learning. As mentioned earlier, in this activity learners were preparing to engage in a debate, so this discussion carried in Portuguese was later versed into English, which indeed was the purpose of the activity. In the end, the use of L1 was a win-win situation: learners could express themselves more easily, and had to deal with versing of the material later, so both languages were used, not hindering learning in any way, but, rather, enhancing it. Next, we discuss the twelfth metafunction: expression of feelings.

4.1.12 Expression of feelings

Expressing one’s feelings is a common practice in casual conversation. Even when in a classroom environment, learners will interact with each other and comment on how they are feeling. Data collected for this research revealed the use of L1 to express such feelings, and occurred in 9 lines, approximately 0.29% of the total. Curiously, all the feelings that were expressed in Portuguese were negative ones, while in some instances, positive feelings were expressed in English. Examples of such uses can be seen in excerpt 10 analyzed earlier in section 4.1.5, and in excerpt 25 below.

In excerpt 10, NA expresses his feeling jokingly based on the interaction that was happening in the context. Commenting on the teacher’s resignation to their finishing carrying the task, he comments “*ai eu fiquei com pena*” (I’m terribly sorry). Even though he does it jokingly, there is a negative connotation on his utterance regarding the situation, which is done in L1.

On the other hand, excerpt 25 below shows learners interacting after completing the scavenger hunt activity and having walked around the whole school looking for the envelopes containing the riddles of the following activity:

Excerpt 25:

GI: We did everything in the wrong *sequency*, right?
 EV: We found it! [.] A little bit disconnected, but [*]
 GI: It doesn’t matter, we found it.
 EV: Yeah! [.] *Ã*, I like it, guys!
 GI: Me too.
 FI: It was SO nice!
 EV: I want more (G2A04, 1.303-309).

In this excerpt, EV, GI, and FI are expressing a positive feeling towards the activity they had just finished carrying. To do that, they used English as the language of choice. These excerpts may point to the fact that, in language schools, learners are generally presented with vocabulary to express positive feelings, but lack exposure to vocabulary related to negative feelings. In order to expand their repertoire, materials should present a more balanced selection of items that allow learners to better express themselves, be it positive feelings, or negative ones. Next, we present the thirteenth metafunction: proper noun pronunciation.

4.1.13 Pronunciation of proper nouns

Data collected for this research made clear learners' mobilization of L1's phonetic system to pronounce proper nouns. Initially, it seemed as if learners would only translanguage to Portuguese when pronouncing people's names, but further occurrences revealed a recurrence that goes beyond that. In total, this metafunction was mobilized in 68 lines, approximately 2.18%. Excerpt 26 below contains one such example:

Excerpt 26:

BI: FIVE? *Reais* [fɛ'ajf]?
 T: Mhm.
 BI: Three things? [.] Five *Reais* [fɛ'ajf]?
 LA: We just bought two things (G1A01c, l. 53-56).

In this example, BI uses Portuguese to pronounce Brazil's currency, Real. A transcription follows the word to demonstrate how it was pronounced. The /f/ sound at the end of the word comes from the variant of the Portuguese language of the subjects of this research, who reside in Rio de Janeiro, where final S is pronounced as /f/. Likewise, as expected, learners will mostly use Portuguese pronunciation when using Brazilian names, but not always, as exemplified in excerpt 27 below:

Excerpt 27:

LU: I GUESS it happened, like, in [tongue smack] [*]
 AN: Is it [*]
 LU: Ahm, during [.] *Dilma's* /'dʒɪwma/, ah, government [*].
 AN: [?]
 NO: Maybe 18?
 AN: It's something that [*]
 LU: *Temer?* /'temə/ *Temer?* /'temeR/ [*]
 AN: YES! I gue[*]
 LU: *Temer?* /'temeR/ I just think it was [*]
 NO: I don't remember [*] (G2A02d, l. 45-54).

In the example before, LU initially pronounces former president Dilma's name according to Portuguese phonetics. Four lines later, when she pronounces former acting president Michel Temer's last name, she translanguaged back to English at first, using a British accent, dropping the /r/ sound, right after what she translanguages back to Portuguese and pronounces it as she would in her L1. As can be seen in this example, at this level, learners are more than perfectly capable of adapting the pronunciation of words in Portuguese to the English phonetic system. The question is: why would they? Zolin-Vesz (2022) discusses a similar situation in his chapter. El Colegio de México's (Colmex) canteen had the dish "pollo Kentoqui" (*ibid*, p. 377) as one of the dishes served. That was significant because it adapted the spelling of Kentucky to that of the Spanish language. The dish, their version of Kentucky Fried Chicken (KFC), contained reference to both Spanish and English, just like the students in this research did with proper nouns. It is important to empower learners to keep pronunciation of cultural elements of their countries, especially when it comes to names, one's identity. It is undoubtedly possible to communicate while maintaining names in their original pronunciation. Next, we discuss the fourteenth metafunction: agreeing.

4.1.14 Agreeing

This metafunction basically consists of the use of the third person singular verb "ser" of Portuguese, "é" for agreeing purposes. Similarly to what has been discussed in section 4.1, this "é" functions as a pragmatic marker in discourse. What differs the latter from the use in this metafunction is that the pragmatic markers highlighted in the first section demonstrate the speakers' processing of the message being produced *impromptu*, but devoid of lexical meaning. This "é" reported here, demonstrates the processing of the message received, and signals that it was understood and judged as pertinent to the receivers' worldview, and that it is shared among interlocutors. In other words, it carries lexico-discursive meaning. It occurred in 12 lines, approximately 0.38% of the total. Excerpt 28 makes the situation explicit:

Excerpt 28:

AR: Something that *work with me* was just passing more time with my other pets, so [*]
 VI: É, if you HAVE other pets.
 JA: But if you don't have...
 AR: É... if you don't have. [?]
 VI: É, if you don't have. [*] OK, uh... [*] (G1A01b, l. 37-41).

The interaction shows AR sharing a course of action that functioned for him. VI acknowledged the comprehension of the message and judged that it is partially true, based on

the condition that one has another pet. JA, then contributes by presenting an alternative scenario, that of not being able to follow AR's course of action for lack of another pet, to which both AR and VI agree that that scenario is a valid one and they share the same opinion. As stated earlier, having reached the C1-level in the language course these students are studying, they may have had at least five whole years of exposure to the English language and have certainly learned other ways of agreeing, be it by using lexical items, idiomatic expressions, or even pragmatic functions. The use of “*é*” to agree in this situation and all 12 ones in which it occurred reveals that, when learners are invested in communicating, minutiae details pertaining to the use of pragmatic markers are left unattended, and learners naturally translanguage to Portuguese, for they are more accustomed to the language. This does not mean they can not replace them with English ones. Rather, it signals learners are so invested in the content of the message, that these details go unnoticed. Memes, the next metafunction, is discussed below.

4.1.15 Memes

As a consequence of the popularity of the Web 2.0 in the early 2000s, new forms of communication have emerged, among which memes are included. Although it is difficult to precisely define what memes are (Shifman, 2014; Denisova, 2019), Denisova (2019, p. 8) explains that

Memes differ from iconic images and from viral texts that do not experience much alteration. They are never fixed symbols, stories or icons, but interactive aesthetic artefacts that provide a snapshot of the immediate tendencies of culture and public discourses [...]; they can change shape, size and style through mutation. [...] Memes, instead, offer a much weaker representation of the original subject and thus hail individual expressiveness and encourage further reiteration of symbol [...]. [P]eople share memes not because they want to disseminate the story they found interesting, but because they want to have their input in the retelling and propagation of the story.

As the representation of a culture, it is to expect that memes differ from place to place, and what went viral in a given location does not necessarily mean it also did elsewhere. For that reason, Brazilian memes went viral in Portuguese. The data collected in the audio recordings demonstrated the resemiotization of memes, which was done in their original language. This metafunction was used in 8 lines, approximately 0.26% of the total. Excerpts 29 and 30 below exemplify such uses:

Excerpt 29:

LU: Yeah. Cause it's a debate, so you gotta know how to react and [*] *Ah, gente, é um debate! Só não vale cadeirada.* [...] *é...* [*]
 MO: [Whispering faking a fighting intonation] *VOCÊ! VOCÊ!* [pointing at LU]

LU: *Tira o dedo da minha cara!*

MO: *Não!*

T: One minute fifty.

LU: *Você é um padre de festa junina.* [a reference to Father Kelmon] [.] (G2A03a, l. 204-210).

Excerpt 30:

LU: *As pessoas tão lutando pelo seu direito de amar. Claramente isso é coisa do capeta.*

MO: *SIM!*

LU: [giggling mockingly] *claramente é Satanás que tá ali.*

MO: *Se eu pudesse eu taria lá muito! VAMO!*

LU: *VAMO! Respeita [.] a história [.] do movimento [.] LGBT!*

MO: *A mãe dos LGBT [?]* (G2A03a, l. 226-231).

Excerpt 29 demonstrates how, while explaining the task being done, brainstorming for a debate, LU recollects the mishappenings of the debate for municipal elections that went viral, and was later resemiotized to become a meme in Brazilian culture. The situation, involving candidates Pablo Marçal and José Luiz Datena, culminated in the latter hitting Marçal with a chair on live television. The situation quickly became synonymous with disagreements and debates, and LU connected the activity to the rhetorical movement they had to prepare. In the example, only the situation was referenced, but right after that, another meme was exploited as LU and MO engage in a simulation of a debate, to which LU ends and recites another meme of the same debate “*você é um padre de festa junina*” (you’re a Junine party priest). These examples demonstrate how learners will naturally translanguage to express cultural elements of their culture, rather than translating them to L2.

Excerpt 30 contains a conversational exchange between LU and MO while brainstorming ideas for the aforementioned debate. This corresponds to another metafunction, which will be discussed later (see section 4.1.18). Under the memes metafunction, we have the reproduction of Jojo Todynho’s sentence defending the LGBTQIAPN+ community. There is a clear sarcastic intention in LU’s utterance here, for Todynho’s request for respect to the LGBT movement history turned out to be a strategy to promote herself as was later found out in a polemical Instagram live the artist did. The topic of the conversation touched the LGBTQIAPN+ community, and the line was resemiotized by LU in a sarcastic way. This is an example of memes being used for the user’s expressiveness rather than reproduction of the facts, as posited by Denisova (2019) and quoted earlier. As a Brazilian cultural element, the choice of L1 is not only appropriate, but in fact preferable. The sixteenth metafunction is discussed next.

4.1.16 Personal choice

This metafunction, which occurred in 56 lines, approximately 1.79% of the total, is related to moments when learners translanguage to L1 because of their concentration on other aspects of the interaction. This could be related to a lack of vocabulary to communicate in that situation, or because it is faster for them to recover items from their L1 from their repertoire.

Excerpt 16 quoted earlier in section 4.1.9.1 demonstrates how learners are perfectly capable of reciting the alphabet in English, but chose to use L1 for a shift in focus from the language to the task being worked on. On regular occasions, some teachers may frown upon this use, given learners *do* know the alphabet in English. Rather, this is the perfect example of languages serving the purpose of communication, a tool to enable a task to be done. It is important to revisit the idea that this interaction comes from a classroom environment, so learners are expected to practice the L2 they are learning. Still, this translanguaging moment does not hinder learning in any way; it enhances it. Another occurrence of this metafunction can be seen in excerpt 31 below.

Excerpt 31:

GA: Two x *elevado ao quadrado* [*]

JA: Like, write here.

GA: [Mumbling] *Mais quatro xis* [?] *quatro* [?] *quatro*. *Aí vai ficar dois xis elevado é igual a quatro. É, do* [*], two.

AR: A, B.

GA: B.

AR: It is of C D [laugh]

GA: No, C B.

JA: C B? No.

GA: No, no, no [?] Wait. [mumbling] *quatro xis ao quadrado* [?] *quatro xis* [?].

All: [Laugh]

GA: Ah, it's A, it's A, It's A, it's A.

NA: *Oito? Ah tá*. [heard "it's eight" instead of "it's A"] (G1A05, l. 48-60).

This example, like the previously discussed one, shows learners solving one of the interdisciplinary riddles recovered from the scavenger hunt they participated in. In the specific riddle quoted in this excerpt, learners had to solve a simple equation. As all learners go to school in Brazil, mathematics was learned in their L1, so all the vocabulary related to mathematical operations was missing from their repertoires, unless they had had a chance to learn it elsewhere. Neither schools, nor the course where this study was conducted taught the needed words to express the situation they were working with. Learners had the option to ask for the English word for every single term of the equation, or to translanguage to Portuguese and deal

with the calculations. GA, the student who was in charge of solving the equation initially started out in English, but had the mathematical term “*elevado ao quadrado*” (squared) missing in his repertoire. Instead of stopping working on the task and using the metafunction Vocabulary request (see section 4.1.2), he simply used the language with which he learned to deal with that type of problem. From then on, he maintained the use of L1 until he reached the result. He started to present the answer in Portuguese (“*É, do[*]*”), but interrupted himself and recast his utterance translanguaging back to English. The answer was initially wrong, so he translanguaged back to L1 to redo the calculations. This particular choice saved learners a lot of precious time they would have wasted in carrying out the task. At the end of the task, this vocabulary could be brainstormed or researched to help fill the gaps in learners’ repertoire with the unknown words. The next subsection presents the seventeenth metafunction: L1 reading.

4.1.17 L1 reading

This metafunction, which occurred in two lines, 0.06% of the total, derives from the material used in one of the recorded activities. Learners had a picture of the truck drivers’ strike of 2018 in which the word “*greve*” (strike) was written on signs. This particular word was not presented to students during the course, so it was expected that this missing word in their repertoire would generate the use of L1. However, in the situation in which it occurred learners were not in fact inferring or asking for the word. They were actually reading the word from the paper, as shown in excerpt 32:

Excerpt 32:

LU: Oh, really?! I guess [*] [.] *Deixa eu ver o seu.* [.]
 AN: [jokingly] *Greve! Greve!*
 LU: [jokingly] *GREVE!*
 NO: *Greve dos caminhões.*
 LU: Truck drivers’ strike! Yes, I just said it! [.] Yeah! (G2A02d, l. 73-77).

At this point, learners had already asked for the word in English, so that demonstrates that they were in fact only reading the words seen on the paper. Although not a choice, nor a translanguaging example, this was also one of the metafunctions for the use of L1 in class.

4.1.18 Off-topic conversation

Humans are spontaneously social beings, and, as such, will naturally engage in conversation. Sharing a classroom with the same people for two and a half hours on a weekly basis for many years seems evident that mundane topics will arise and students will want to

share with their peers. This metafunction occurred in 87 lines, approximately 2.79% of the total, and corresponds to those moments of interaction that are not related to classroom activities or, even if arisen from an activity, do not correspond to a contribution to the task itself. Excerpt 33 below reports one of these situations:

Excerpt 33:

AL: *Nossa, que legal!* [...] *Não, mas é legal mesmo, eu tô gostando da experiência.*

LA: No, it's because [*]

FL: Let's talk in English because of the audio.

BI: *Tá ruim o elevador, fala pro Natan /na'tã/.*

LA: *Tá ruim o elevador.*

BI: *Ô NATAN /na'tã/, BOTARAM UMA, A VASASOURA PRA NÃO DEIXAR* [*]

NA: *Os dois? Os dois? 'tão ruins?*

BI: *Á-hã.*

NA: *Caraca, mano!*

AL: *Quê isso, gente?!*

NA: *Acabei de subir.*

FL: *Vou ter que ir de escada.*

AL: *Meu Deus!*

BI: *Nossa* [?]

FL: *Ai, que cansaço.* [...] It's the second floor or the third? (G1A04, l. 213-227).

In this excerpt, learners translanguaged to Portuguese right after finishing collecting the last envelope in the scavenger hunt activity. The last direction written on the envelope itself instructed them to return to the classroom, where they would find their prize. Similar to what Yacomán and Díaz (2019) reported, when unsupervised, learners tended to use more L1 than when the teacher was around, which, as discussed in previous metafunctions, was not always the case. In this situation, Natan (the student's name was replaced with his pseudonym) was going toward the elevators, whose functioning had been interrupted that day. To refrain him from taking the time to go there and check it for himself, BI yelled at him in L1 so the message could be processed faster. Manifesting his discontent, NA comes back complaining in Portuguese, which seems to be the language of choice for expressing bad feelings, as discussed in section 4.1.12. Excerpt 34, on the other hand, reinforces the idea that learners will resort to L1 for off-topic conversation mostly, even if the teacher is in fact around:

Excerpt 34:

NA: *Teacher, cê acredita que o, que o motorista do ônibus ficou parado num, uns dez minutos num ponto* [*]

T: *Acredito. Pra quê que cê ia mentir sobre isso? Num tinha por quê, né* (G1A03a, l. 114-116).

In this situation, NA is excusing himself for having arrived late that day, and used L1 to narrate the facts that caused his delay. This activity happened halfway through the semester in which data for this research was collected, so learners had already understood the use of L1 was

not perceived as disruptive behavior, but, rather, a welcome resource for communication at the appropriate moments, such as the ones reported here. Learners felt welcome to share their experiences not only with their peers, but also with the teacher. The nineteenth metafunction is presented next.

4.1.19 Inside jokes

As the name suggests, this metafunction refers to recurrent situational moments in which the use of language is re-signified to generate a specific meaning containing a humorous intention behind it. It was used in only 5 lines, approximately 0.16% of the total, and consisted of pragmatic markers used in the northeastern region of Brazil, but went viral on the internet and was incorporated with a pragmatic meaning of joking and strengthening the bonds between students and the teacher. Excerpt 35 below exemplifies one of the situations:

Excerpt 35:

NA: But last [?] won.

T: Yeah, because next one you'll lose.

NA: Tomorrow?

T: *Pronto*. [.]

AR: *Pronto*.

T: *Pronto*.

AR: [laugh] [*] It's a hard to believe, but, if you say (G1A03a, l. 56-62).

In this example, the teacher uses the pragmatic marker “*pronto*” to confirm NA’s question. This use is not common in Rio de Janeiro, where this study was carried out, but was adopted by the groups as a way of communicating that the answer to his question was positive. Outside this classroom context, people may not recognize the pragmatic function of the use of the word “*pronto*”, which can cause confusion and problems in the interpretation of the message. Among the groups analyzed in this research, the use of intern jokes serves as a way of building rapport and making bonds tighter, which, in turn, made the whole semester a lighter one. The last metafunction recovered from the recordings is presented below.

4.1.20 Surveillance attitude

This last metafunction reinforces the importance of the title of this dissertation: “Devilizing the L1”. There is a belief among teachers and students of an Additional Language that using L1 in class is harmful to the learning process and should be minimized, if not banned altogether. This dissertation has aimed to demonstrate that Portuguese can serve as an invaluable resource in the learning process for English learners at any level, not just those who

are advanced. As Cogo (2021, p. 40) regrets, “[...] the same multilingual speakers that engage in fluid, translanguaging practices might also describe their own practices in monolingual terms or constrain their own performance along monolingual lines”, and that proved to be true in the situations learners used this metafunction, along 18 lines, approximately 0.58% of the total.

As mentioned earlier, in section 4.1.11, excerpt 24 shows how learners felt repressed from using L1 in class. In order to do it, a low level, almost secrecy-like, was adopted to deviate attention from the fact that they were actually communicating. MA’s first utterance directed to the teacher “*A gente pode falar português?*” (can we speak in Portuguese?) demonstrates how learners felt constrained and had to prioritize using L2 over communicating. The teacher’s permission, although not necessary, was liberating, and learners were able to brainstorm ideas to contribute to the task, which they naturally translated into English. It is important to notice, in this metafunction, that learners feel invigilated during class and need to keep their guards up when it comes to using language as a tool.

A similar situation happened in excerpt 33 analyzed earlier in section 4.1.18. Learners were on their own, walking around the school looking for the envelopes in the scavenger hunt. At the end of the activity, learners naturally engaged in off-topic conversation and, of course, L1 emerged. Even though the teacher was not present to monitor the activity, the recording device used for recording the activity was perceived as a supervisor whose presence served as a discouragement for the use of L1, as can be attested by the use of “because of the audio” in FL’s utterance. It is important to stress that, prior to starting data collection, all learners and parents were informed of the objectives of this research and the perception of Portuguese as a tool to enhance learning. However, this shift in attitude was new to students, who had spent the past 5 years under a teaching practice that discouraged the use of L1. In this example, learners reinforce that attitude, even after knowing that Portuguese can and is helpful to their learning.

Excerpt 36 below shows a moment prior to the one described in excerpt 33 discussed in the last paragraph:

Excerpt 36:

T: You have to use logic. I won’t be following you.

All: [?]

LA: We can go [*] ã.

JA: *Não sabe o caminho?*

FL: I don’t want to.

AL: *Acaba?*

FL: We have to speak English because of the audio.

JA: Yes, yes.

LA: Yeah.

VI: *Tá todo mundo atrás da gente.*
 AR: *É porque ela tá gravando* (G1A04, l. 70-80).

The very same sentence was uttered by FL right before leaving the classroom to start the scavenger hunt. From the beginning, learners felt that the recording device was replacing the teacher as a supervision in their use of language in the activity. It is important to reinforce once again that such a thing was never stated, and represents a course of behavior that has been imposed on students over the course of years. It is also important to highlight, also, that this study does not advocate for the use of Portuguese-only during English classes. Rather, we perceive the use of L1 as *a tool* that can and in fact *does* enhance the learning of the target language, and that it happens naturally, no matter what impositions are made upon students. Still, learners try to silence the use of Portuguese, as can also be seen in excerpt 37 below.

Excerpt 37:

FI: We were on the third floor.
 EV: One more. One more.
 FI: It's here.
 GI: It's here! Because it's, it's where the teacher's, teacher's room is, right?
 LU: [singing] *Pela estrada afora* [*]
 AN: SHH! Portuguese! (G2A04, l. 73-78).

LU perceived the scavenger hunt as an extra-ordinary activity, and her chanting of Little Red Riding Hood's song shows she felt at ease in walking around the school to find the clues. Her enjoyment was not well-received, however, and the pragmatic marker "shh" shows AN's silencing attitude. So restrictive was the use of Portuguese in class over all their studying years, that the mere singing in Portuguese was poorly perceived.

All in all, this first section in which we reported the findings of the class recordings demonstrated that even though L1 had not been well received in the previous years, learners made use of it in specific situations, either consciously or unconsciously. As part of the objectives of this research, two questionnaires were administered to students and teachers who opted to participate in this study in order to confirm or refute the data gathered in the audio recordings. In the next sections, we report and discuss the results of such questionnaires individually.

4.2 Analysis of students' questionnaire

At the end of the semester, students were invited to answer a questionnaire via Google Forms (Appendix F). The aim of this data is to validate the findings of the audio recordings, and investigate how aware learners are about their and their teachers' use of Portuguese during

the classes. Additionally, this instrument intended to determine students' perception of the validity of the use of L1. The questionnaire is composed of 9 questions, 2 of which were closed questions with a Likert-scale, and 7 open ones, all of which were optional. Questions and options (when applicable) were asked in Portuguese, but learners were instructed they could answer in whichever language they felt more comfortable with. It is important to stress that this Google Forms was set not to collect emails, which made answers anonymous.

In total, the questionnaire registered 18 responses, with only some questions containing answers in English. In the next sections, we report the findings generated from the answers.

4.2.1 Question 1

Question one (Image 2) consisted of a Likert-scale question in which learners were asked to check the adequate frequency of the occurrence of the 3 following situations: i) I use Portuguese in class; ii) my classmates use Portuguese in class; and iii) my teachers use Portuguese in class. The options in the scale contained the extreme frequencies “never” and “all the time” and three in-between options to accommodate possible nuances in perception any respondent might have. Those were “hardly ever”, “sometimes” and “frequently” respectively.

Image 2: Students' Questionnaire - Question 1

Assinale a frequência adequada para a ocorrência das situações descritas

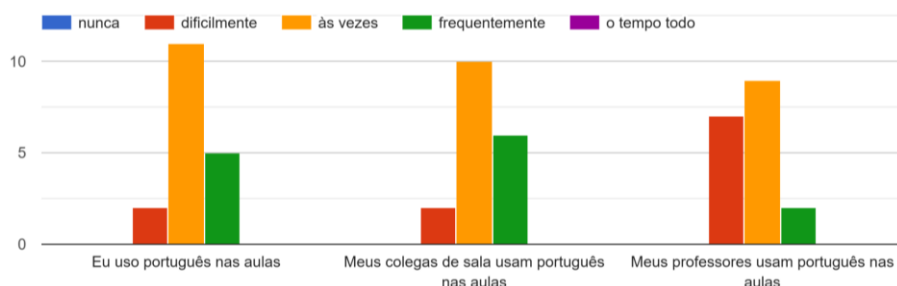
	nunca	difícilmente	às vezes	frequentemente	o tempo todo
Eu uso português nas aulas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meus colegas de sala usam português nas aulas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meus professores usam português nas aulas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: Organized by the author.

Image 3 below shows the graph generated by the platform to report the data collected.

Image 3: Students' Questionnaire - Question 1 results

Assinale a frequência adequada para a ocorrência das situações descritas



Source: Organized by the author

As can be seen, the extreme options “never”, in blue, and “all the time” in purple, were not utilized in any of the three situations. That is indicative that L1 is, in fact, used in class, but not all the time. That is expected, since classes are taught in English and, in some situations, Portuguese plays an important role, as is discussed in this dissertation.

The first situation, “I use Portuguese in class” received, as the most common answer, “sometimes”, in yellow, having been used by 11 respondents out of 18. Second most common answer, “frequently”, in green, received 5 answers. The least voted frequency “hardly ever”, in red”, got 2 votes. This piece of data indicates that learners are aware that they make use of Portuguese during class time, and recognize that it happens quite often.

The second situation, “my classmates use Portuguese in class”, again shows the use “sometimes” as the most common one, with 10 out of 18 replies, followed by “frequently”, with 6 votes, and “hardly ever” with 2. It is logical to imagine that learners' indication of their use of L1 in class points to their perception that their classmates also rely on both languages for communication.

Lastly, “my teachers use Portuguese in class” also reports students' perception of “sometimes” at the top, with 9 votes, only this time followed by “hardly ever”, with 7 votes, and “frequently”, with 2 votes. This communicates the important fact that learners are not oblivious to their teachers' linguistic choices and practice, recognizing that, even though there is a hierarchy dynamic in terms of language exposure and experience on the part of the teachers, they still resort to Portuguese. That goes against what is preached in language schools regarding the use of L1 in class.

4.2.2 Question 2

Similar to question 1 above, question 2 also consisted of a Likert-scale (Image 4). Learners were this time invited to take a stand on the use of L1 in class, again considering theirs, their classmates' and their teachers'. This time, the scale ranges from Negative to Indifferent to Positive.

Image 4: Students' Questionnaire - Question 2

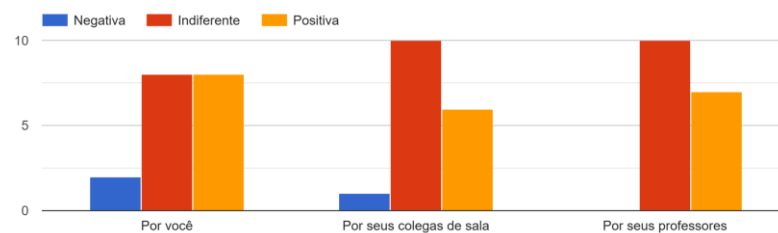
Assinale a sua percepção quanto ao uso do português nas aulas

	Negativa	Indiferente	Positiva
Por você	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Por seus colegas de sala	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Por seus professores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: Organized by the author

Image 5: Students' Questionnaire - Question 2 results

Assinale a sua percepção quanto ao uso do português nas aulas



Source: Organized by the author

As can be seen in the chart generated by the platform in image 5 above, the majority of respondents considered their use of Portuguese in class either “indifferent” (red) or “positive” (yellow), both of which were checked by 8 people. However, 2 participants perceived this use as negative. This could be traced to the belief that using L1 in class is a hindrance to learning L2 and should be avoided at all costs.

As for their classmates' use of L1, respondents' top answer was "indifferent", having received 10 votes, followed by "positive", with 6 votes, and "negative" with 1 vote. This piece of data seems to point at a sense of responsibility. While learners see their own use as equally indifferent and positive, the surplus regarding the use of L1 by their peers is four more to "indifferent". That could point to the fact that learners understand that each individual person is responsible for deciding how much of L1 and L2 use are acceptable to their own development in the language. Lastly, the use of L1 by the teachers is not perceived as negative by respondents. It is important to highlight that this could be related to what is expected from this questionnaire. Even though it is completely anonymous, learners may have felt intimidated and decided not to report it as negative, even if they may feel this way. Analysing the data that is shown in the graph, "indifferent" tops the responses, with 10 votes, followed by 7 votes to "positive". As stated before, this form collected 18 responses, which signals that one of the participants skipped this specific entry in this question.

4.2.3 Question 3

Question 3 (image 6) is the first open question in the questionnaire. In this and the two subsequent ones, participants are invited to explain the reason for using Portuguese in class. In this one, as it is the first, respondents were asked to discuss the reasons why they use Portuguese in class. Image 6 below contains a collage of the question and all 17 responses received to this question:

Image 6: Students' Questionnaire - Question 3

Por quais motivos você usa o português nas aulas?

17 responses

Geralmente uso português para relacionar palavras do inglês com o português que tenham significados iguais, quando esqueço alguma palavra em inglês ou tento explicar algo em inglês mas certas palavras em português se encaixam melhor ao contexto

para conversar depois das atividades

Para entender melhor algumas informações, como por exemplo o significado de alguma palavra que eu não conhecia.

Por esquecer algumas das palavras em inglês

conversar e lembrar coisas

Quando não consigo explicar detalhadamente alguma coisa ou palavra

Para, as vezes, me expressar melhor

Para explicar algo que eu não consigo falar em inglês

Para auxiliar nas minhas conversas e no meu vocabulário

A lot of times during the class I forget some words, how to say them or even how to use them properly. In those times I usually use my main language (portuguese) to help me to take anyone through any topic I'm talking about making it easier.
By the way, sometimes I use Portuguese to talk to someone who is not so advanced and won't understand what I'm talking about if I use some specific and non usual words.

Momentos de descontração ou de uso desnecessário da língua inglesa

Explicar coisas que eu não consigo em inglês.

Esclarecer dúvidas.

Para esclarecer alguma dúvida.

vergonha de errar em algo em inglês

Para auxiliar na interpretação e quando o tema é complexo

Para conversar com meus colegas

Source: Organized by the author

As mentioned earlier in this chapter, a total of 18 responses were submitted, which indicates that this question was skipped by one of the respondents²¹.

From learners' answers, it is possible to determine some recurrent topics, such as vocabulary, prioritizing communication, personal choice, aid and the feeling of shame.

²¹ Similar to this one, some other questions were skipped by respondents. Various reasons can explain the motives for not responding to the questions. Whenever there seems to be an indication as to why that happened, it will be disclosed.

As expected, students will use the word they need in L1 when asking for vocabulary, because, logically, they do not know the term in English. Sometimes, however, they may know the word, but be rather uncertain or want to ensure they have the correct item in their repertoire. On the other hand, some learners reported a personal preference for using some words in Portuguese to fully express the intended message.

As reported in different responses, L1 seems to be the language of choice for off-topic conversation. After completing the assigned tasks, learners naturally want to engage in conversation, and Portuguese plays an important role in casual ones.

Learners also seem to prioritize communication over producing grammar-perfect utterances. They report opting to use L1 when a complex topic is being discussed, or when they want to explain something in detail or better. Reportedly, they are afraid of making mistakes and feel ashamed, resorting to Portuguese, the language they feel most comfortable using. The fact that learners choose to say they can express themselves “better” in Portuguese, indicates a preference and a much valid role played by their L1 in the learning environment.

Finally, Portuguese is used as a tool to aid in communication problems. When in doubt, learners resort to L1 to clarify information they may not have understood clearly. They also use it to help their peers keep up to date with the conversation, especially when there is a disparity in linguistic proficiency.

4.2.4 Question 4

As with the previous, learners are invited to reflect upon the use of Portuguese by their classmates in question 4. Findings of this question were similar to the previous one, as can be seen in image 7 below:

Image 7: Students' Questionnaire - Question 4

Por quais motivos seus colegas de sala usam o português nas aulas?

16 responses

- Geralmente para conversar em momentos de descontração ou quando acabam esquecendo alguma palavra em inglês e usam ela em português para passar a mensagem completa
- Usam para conversar às vezes, como um momento descontraído.
- Para descontrair, por esquecer algumas palavras em inglês ou por ser mais rápido
- conversar e relembrar coisas
- Pela mesa coisa a cima
- Para fazer as pessoas entenderem melhor o que ela está falando
- Para perguntar sobre alguma palavra ou frase que não sabem falar em inglês
- Em momentos de descontração e/ou para auxiliar na conversação
- I'd say it's the same as mine
- Momentos de descontração ou de uso desnecessário da língua inglesa e
- Mesmo motivo.
- Para esclarecer dúvidas ou falar palavras que não sabem falar em inglês.
- Esclarecer dúvidas, contar algo que não sabem contar em inglês.
- acredito que quando esquecem algumas palavras.
- Para falar assuntos diversos do tema da aula
- Conversar na hora do intervalo ou falar coisas mais "pessoais"

Source: Organized by the author

Portuguese is becoming apparent as a language with which learners feel comfortable, as can be seen by the repetition of the word *descontração* (relaxation) in some of the responses, an indication that when feeling relaxed, learners will rely on their L1s to express themselves. On the other hand, English was reported to have moments in which its use is unnecessary. Even though the sole objective of enrolling in a course is to learn English, those who have reached C1-level as the subjects of this research, seem to put English in a position which is not an almighty one, as it expected. There is a place for both languages to co-exist in learners' interactions.

Additionally, one of the respondents places Portuguese as the language to discuss personal topics, and, in accordance to other entries in this question, casual conversation.

Because this question is similar to the previous one, some responses contain phrases like "same as before", which reinforces the repetition of topics discussed before.

4.2.5 Question 5

Question 5 (image 8) inquired learners' perception regarding the reasons behind their teachers' use of Portuguese in class. Image X below shows students' answers to the question:

Image 8: Students' Questionnaire - Question 5

Por quais motivos seus professores usam o português nas aulas?

17 responses

- Explicar coisas mais complexas
- Em momentos de descontração e para explicar palavras quando alguém não entende a explicação em inglês
- para explicar trabalhos e para passar comunicados importantes
- Para nos falar o significado de algumas palavras em inglês, e momentos de descontração, como brincadeiras e conversas variadas.
- Para fazer piadas
- explicar algumas coisas
- Quando precisam falar algum tópico que não envolva
- Usam para explicar algo que as vezes não entendemos em inglês, ou as vezes para explicar expressões
- Para explicar algum trabalho ao final da aula
- Em momentos de descontração ou na necessidade de dar recados importantes em que se precisa de total entendimento
- They normally don't do it, but when they do it's to talk about something really important or serious in a way we must understand everything.
- Explicações mais claras e objetivas para a compreensão de todos
- Para esclarecer as dúvidas dos alunos.
- Para esclarecer as dúvidas dos alunos (apenas)
- normalmente para explicar algumas questões que algum aluno não está entendendo de jeito algum.
- Para explicar conteúdo mais complexo

Source: Organized by the author

It is important to highlight that this question is the last of three in a row that received a reply in English. This is significant in the sense that, even though the use of English was optional, one of the students chose to use English to respond to three questions, but not all of the ones present in this questionnaire. That may have happened because this particular respondent felt like he / she was expected to do so in English, even though it was disclosed that the language used to respond could be selected at their discretion.

As this question requires a shift in perspective, answers differed slightly from the previous two. This time, learners are required to analyze their teachers' practice and language use more critically so as to try to determine the general situations that may require the use of

the L1. Still, some topics were recurrent in the collected answers. We can highlight the use of L1 as a pedagogical tool, for vocabulary assistance and to build rapport. Some answers were incomplete, so it is harder to determine the intended message.

As a pedagogical tool, learners pointed to the fact that teachers will rely on Portuguese as a last resource. After failing to use all pedagogical tools to aid learners in the process of understanding the content being studied, teachers will use L1 to solve the problems, especially with more complex things, or when learners are in doubt. Also, classroom procedures, such as assignments or important information regarding activities or school events, are reported to be situations in which instructors tend to use Portuguese to make sure there are no misunderstandings due to the relevance of the information being communicated. Lastly, learners reported the objectiveness in using L1 in situations that can go about very fast, instead of investing time in explaining more than once to ensure everyone understands the full message. The recognition of these facts reinforce the argument made by this dissertation that L1 is an ally, not the enemy.

When it comes to vocabulary, learners report that teachers sometimes use L1 to enhance their understanding of words or phrases they may have difficulties with or don't know. As said before, this was reported to be used as a last resource after all other attempts had failed.

Additionally, building rapport is mentioned as one of the uses of L1. Teachers are said to engage in off-topic conversation with learners and that may be done in Portuguese too. Learners report a sense of belonging and feel at ease with this connection with their instructor.

4.2.6 Question 6

Starting with this question, learners are now invited to judge the use of Portuguese during the English classes. They were asked to determine what benefits there are to the use of L1. Image 9 below shows the responses received by this question:

Image 9: Students' Questionnaire - Question 6

Quais são os benefícios de se usar o português nas aulas?

16 responses

Quando o professor explicar em português ou usa um sinônimo em português, as vezes eu entendo melhor o sentido que ela tem no inglês

para entender algumas informações melhor

Facilita o entendimento, pois se você não conhece ou não entende alguma palavra, é mais fácil entender seu significado em sua língua materna. E também cria uma leveza maior nas aulas, já que a língua materna trás mais segurança do que uma nova língua.

Nenhum

enriquecimento linguístico

Melhora na comunicação

Nenhum, ao menos que seja para facilitar o entendimento de certas palavras ou frases

Para esclarecer dúvidas da língua estrangeira e, nos momentos de descontração, ter um diálogo mais acalorado, divertido e engraçado

O uso do português torna a comunicação mais simples, principal em momentos onde há o esquecimento de algo em inglês.

Para explicar palavras mais específicas e desconhecidas, geralmente de nível B2 para cima (teste internacional de Cambridge)

Facilita na compreensão da língua inglesa

Apenas para esclarecer dúvidas ou falar coisas importantes que são difíceis de entender em outro idioma.

Nós conseguimos desenvolver melhor a aprendizagem da segunda língua que estamos aprendendo.

eu sinto que eu consigo me expressar melhor nas coisas que quero dizer

Auxilia no aprendizado

Pode fazer a aula mais descontraída

Source: Organized by the author

Unlike the previous ones, this and all subsequent questions received no answer in English. From the answers received, the recurrent topics are related to learning enhancement, lessening pressure, and prioritizing communication.

Students reported that using Portuguese during lessons can enhance their comprehension of the content and words being studied. Additionally, it is said that using Portuguese helps clarify doubts, which leads to better learning and, consequently, helps them improve their linguistic repertoire.

The imposition of only using L2 in class causes anguish in students, especially those who face more challenges when communicating in English. Learners reported that using L1 makes them feel safer, which makes the classes lighter. Of course, using Portuguese only during English classes is problematic and makes the whole purpose of studying L2 pointless. However,

the feeling that they can resort to Portuguese to favour communication makes students feel more comfortable being part of that group and feel seen and heard.

Another topic is the prioritization of communication. Reportedly, whenever learners engage in casual conversation, Portuguese play a fundamental role. They feel like they can express themselves better, convey the intended message efficiently, which simplifies and improves the whole interaction. That is an expression of a linguistic identity.

Positive points were not unanimous, however. Two respondents share the opinion that there is no benefit to the use of Portuguese. Among these two, one of them reports its use not having benefits, unless for the sole objective of facilitating understanding, if at all. This indicates the reproduction of a belief that using L1 hinders the learning of an L2, as discussed earlier.

4.2.7 Question 7

Question 7 (image 10) asks the opposite of the previous one. In this one, learners are invited to discuss the disadvantages of using Portuguese in class. This question was designed to prompt learners to reflect on the dual nature of using their L1 in class, recognizing both its benefits and drawbacks. Image 10 reports the answers received:

Image 10: Students' Questionnaire - Question 7

Quais são os malefícios de se usar o português nas aulas?

17 responses

Não vejo problema em usar o português em sala

não focar no inglês

Não acredito que existam malefícios, claro que é importante regular o uso do português, já que a aula é também uma preparação para usar seu inglês, então é importante não ter tanto exagero, já que isso pode causar um "conforto" excessivo gerando então uma precariedade do uso da língua principal que deseja ser aprendida, que no caso seria o inglês.

Usando o português não iremos praticar o inglês que é o foco principal do curso

não sei

Nenhum

Pode se acostumar a falar tanto português que perde o costume do inglês

Pensar em português e depois buscar traduzir para o inglês

É vicioso

O uso excessivo do português pode gerar uma dependência e conseqüentemente uma falta de auto confiança que gera insegurança na hora da fala ou até mesmo na escrita o que atrapalha consideravelmente na evolução do aprendizado e na "independência" do aluno.

Dispersão e uso prolongado, geralmente atrapalhando uma linha de pensamento

Corta um pouco da imersão do curso

Interferir muito no aprendizado do novo idioma.

Interferir muito no aprendizado da segunda língua.

não pratico o inglês

Aproxima da língua confortável e afasta a prática do ingles

Usado em excesso pode desestimular o uso do inglês durante as aulas

Source: Organized by the author

Some of the respondents, even though they did not skip the question, did not think about the matter: one of the responses was “I don’t know”. The other two responses indicated that there is no disadvantage in the use of L1 in class, one of them adding on the importance of regulating its use so learners are able to still develop linguistically. Despite that, it is possible to identify two repeated topics in the collected responses: diminished practice and reproduction of misconceptions regarding the learning process of L2s.

One of the common topics, diminished practice, contained arguments that discussed how using L1 reduces the amount of English that learners have the chance to use during class time. According to them, excessive use of Portuguese can lead to the formation of a habit that can slow down the development of the language repertoire, which is an indication that it hinders

learning. Lack of focus was another argument used, because, when choosing to use Portuguese, learners disperse and it discourages the use of L2 around them, leading to insecurity in using the language being learned. On that matter, one of the responses uses the phrase “approximates us to the *comfortable* language and distances practice”. The choice of words in this answer is indeed significant. Even though Portuguese is described as “comfortable”, learners recognize that excessive use makes it not a tool, but a hindrance to the learning process.

Learners also reproduced misconceptions regarding the process of learning a new language. Thinking in Portuguese is described as being problematic, which used to be an argument used by teachers to discourage the use of L1 in class, on terms that learning may be curbed if learners did so. It is true that oftentimes, because we are dealing with two different languages, that can cause problems in communication. However, talking is in fact a negotiation of meaning, in which interlocutors must adapt their linguistic repertoire to understand and be understood. Having Portuguese as their L1, it is naive to think that there will not be associations to L1 when learning an L2. It is similar to the process of trying to name something that has not been named yet. Resources from languages you know will be used to select a name for a new invention. Another common misconception is the fact that learners disperse when they engage in the use of L1, which is not the case at all moments. Sometimes, learners will digress to off-topic conversation, and that is extremely normal. Human beings are social creatures and, as such, will interact and make casual conversation from time to time. Among friends, that is enhanced and contributes significantly to the building of rapport within the group, and also in making learners feel like they belong. This does not mean that off-topic conversation is the sole motive behind learners’ use of L1. They will oftentimes resort to L1 to better express themselves or because they do not know or feel like a word in Portuguese will better communicate the intended message. Breaking of immersion was another argument used. The idea of immersion derives from a mediatic strategy to try to sell bilingual programs at schools. From traditional EFL and ESL perspectives, to immerse in a language, it is necessary to be physically at a place whose native language is the one being learned (García; Flores, 2012). Trying to replicate this environment inside a classroom where all those present speak the same language and ban its use is meaningless, a waste of tools that can in fact enhance learning.

4.2.8 Question 8

Question 8 asked students to think of situations in which the use of Portuguese in class was adequate and to justify their answers. Image 11 below contains the answers received by this question:

Image 11: Students' Questionnaire - Question 8

Em que situação(ões) você acha adequado usar o português nas aulas? Por quê?

17 responses

Nas situações em que é necessário o uso do português, que são as situações em que meus colegas, meu professor e eu usamos, porque as vezes nós alunos conseguimos entender melhor o contexto da frase ou a palavra sozinha em inglês quando associamos palavras do português às palavras do inglês

durante intervalos; para compreender melhor alguns assuntos

Eu acredito que o português pode ser usado em um contexto geral, seja para explicar alguma coisa que ainda gerou uma grande dúvida para os estudantes, ou até mesmo para descontrair. Nas aulas, por exemplo, acontecem momentos que utilizar uma gíria em português é mais interessante, pois isso também gera uma identidade, é algo singular da língua que no inglês, por exemplo, não terá igual.

Para dar avisos, para serem totalmente claros e não deixar dúvidas

todas

Quando uma pessoa não consegue se expressar na sua língua não materna

O uso do português pode ser usado em exemplos que as pessoas não entendem

Para tirar dúvidas

Quando se precisa articular uma dúvida sobre vocabulário estrangeiro, porque é a única maneira que encontramos de esclarecê-la

Nas últimas instâncias, quando o aluno realmente não faz ideia de como expor suas ideias em inglês.

Citações específicas

Para explicar coisas mais complexas que uma explicação em inglês não seria suficiente para explicar.

Apenas para esclarecer dúvidas.

Apenas quando tiver dúvidas ou para saber como se pronuncia a palavra em inglês.

quando não sabe algumas coisas.

Quando não consigo entender o significado de alguma expressão

Para falar coisas mais importantes, porque evita uma possível confusão

Source: Organized by the author

The comments left on the question allow us to determine some common situations in learners' writing. One answer, however, was not very specific; it felt that any situation is adequate for using Portuguese during class time. Other recurrent themes were enhanced comprehension, relaxation moments, pedagogical tools, and cultural elements.

To enhance comprehension, learners comment on the use of Portuguese to make cross-linguistic associations when communicating. This could be related to the use of words in Portuguese when they do not know the specific lexical item they need to express the message they want, especially when a more complex topic or information is being discussed.

Another topic mentioned was relaxation moments. During breaks, learners naturally opt to use L1 to communicate with their peers since it is the language they are more accustomed to and have more contact with. Still, students report that using Portuguese during class time is adequate for humorous moments, to lessen pressure, and to have fun.

It is important to acknowledge learners' perception that Portuguese can be a powerful pedagogical tool. According to reports, respondents demonstrate their approval of using Portuguese to help improve learning. Situations like solving doubts, avoiding misunderstandings, giving important instructions and making announcements regarding school procedures or bureaucratic information, as well as asking for vocabulary and its pronunciation.

Last theme mentioned touches cultural elements. Respondents mentioned the use of slangs in Portuguese as being more powerful and reinforcing a sense of identity. This is of extreme importance, to have students demonstrate such perceptions regarding the value of their own language and the wonders it can do. This argument is living proof of the importance of keeping cultural elements in their original language while still being able to communicate the message in English. Communication as an exchange between interlocutors must be adapted to enhance comprehension and still preserve one's identity.

4.2.9 Question 9

The last question in students' questionnaire asks them to exemplify situations in which the use of Portuguese in class is inappropriate, and justify their answers. In image 12 we show the answers collected by this question.

Image 12: Students' Questionnaire - Question 9

Em que situação(ões) você acha inadequado usar o português nas aulas? Por quê?

16 responses

Acredito que só não seja adequado usar apenas o português nas aulas de inglês, pois as vezes é necessário saber a pronúncia e adquirir a habilidade de se falar inglês fluentemente

durante atividades, pois a proposta de falar é praticar o inglês acaba se apagando

Eu acredito que não existam tantos momentos inadequados para usar o português, mas quando está em uma apresentação, de qualquer tipo, seja acadêmica ou outras, eu acho que é importante não utilizar o português, já que estas apresentações são uma preparação para a vida futura, como uma simulação, então é importante entender que em uma apresentação dessas que você fará no futuro, em que deverá ser em inglês, você não poderá falar em português, a menos que seja um termo que só exista em português, mas ainda sim a explicação será feita em inglês.

Nos momentos de atividade de conversação, já que o intuito é praticar o inglês

trabalho

Nenhum

Em informações básicas do inglês. Pois a pessoa tem que acostumar a usar o básico sempre para aos poucos ir evoluindo

O tempo inteiro

Em uma atividade de conversação em que se precisa exercitar a língua estrangeira

Most of the moments the use of portuguese can be "deixado de lado", it must be used just as an last option just as I've done.

Durante explicações

Em situação onde é possível usar o inglês de forma clara.

Falar palavras, expressões e orações básicas.

Para estabelecer uma comunicação simples (sobre assuntos básicos que já estudamos anteriormente).

acho que o uso excessivo do português nas aulas além de inadequado, é prejudicial. porque só temos o contato com o inglês nas aulas.

Durante a conversação sobre o temas da aula

Source: Organized by the author

One of the responses was done in English, but as a strategy to make a point. In the response in question, the learner chose to mix both English and Portuguese to demonstrate some situations, such as expressions that come from Portuguese or for lack of vocabulary, make it adequate to use L1. Two people, in total, think that no situation is inappropriate to use Portuguese. Other respondents' answers revolve around the ideas of Portuguese-only use, task-oriented situation and level-oriented situation.

Learners hold the opinion that exclusively using Portuguese in class is problematic because it impedes learning. If a person is paying to have English classes, it is expected that they learn English, which is impossible to happen if no English is used. There needs to be a

balance and the use of Portuguese should be the helping hand to guide students through the process of communicating in English.

Learners judge the use of Portuguese in task-oriented situations as maleficent too. According to them, the objective of activities carried out in class is to prepare them for future situations, in which the use of English will be required, not optional. Not speaking in English is a missed opportunity, especially due to the fact that in class is one of the few moments that they have a chance to practice and speak in English. Additionally, one respondent is of the opinion that explanations should not be done in Portuguese. This opinion connects with the next recurrent theme in the responses: level-oriented situations.

According to the data, students are aware of the importance of continuing to challenge themselves to improve. They report that the use of Portuguese in situations that are at a basic level, or contain something that has already been studied is not acceptable. Whenever it is possible to use English, they feel like they must do so. This is a very mature perception, which shows learners feel responsible for their progress in English and understand that, if they insist on using L1 to communicate what they already know, their progress can be slowed down.

Having discussed all the questions and responses collected by the students' questionnaire, we now move on to discuss the teachers'.

4.3 Analysis of teachers' questionnaire

The questionnaire aimed at the teachers, similar to the students' one, was semi-open. The main objective of using this data was to contrast learners' opinions with those of a professional perspective. Moreover, because of institutional values, using L1 is not encouraged, even though it still happens. From this premise, this questionnaire also aims at understanding teachers' methods for dealing with the amount of Portuguese spoken in their classes. In total, there were 11 questions, 4 of which were closed, and seven open ones. All questions were optional and were written in Portuguese. Teachers were instructed that, if they decided to participate in the research, they were allowed to use either languages at their discretion. The questionnaire was set not to collect emails, so all answers are anonymous.

A total of 9 responses were registered by the platform, as the group of teachers is smaller than that of students in both groups studied in this research. The questions are divided into two sections: i) about your educational background and practice; and ii) about your opinion on the use of Portuguese during the classes.

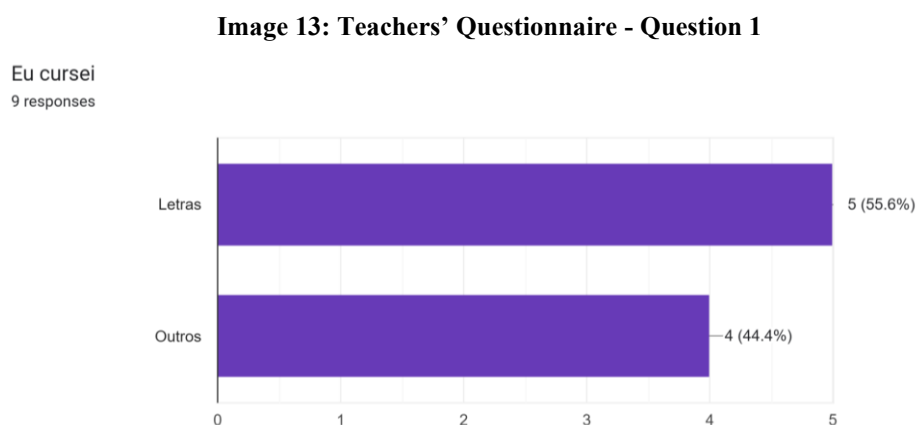
In the following sections, we report the findings of all questions asked in the questionnaire.

4.3.1 Section 1: about your educational background and practice

This section of the questionnaire is composed of the 4 closed questions, which invites teachers to disclose information about their educational background and practice. Options were thought to contemplate all possible answers, but an “other” option was left in the third question to accommodate any relevant, specific information teachers felt they wanted to share.

4.3.1.1 Question 1

In question 1 teachers are asked about their major(s) at university. The researcher, being a teacher at the institution in which data were collected, knew for a fact that all members of the pedagogical staff had gone to college and had majored in at least one area. Some of the teachers have multiple majors and, because of that, a checkbox-type of question was selected, allowing them to check multiple answers. Possible answers are “Languages” or “Others”. In the case of this specific question, in order to preserve anonymity, no disclosure of different majors were allowed. Image 13 below shows the graph generated by the platform for this question:



Source: Organized by the author

From the generated graph, we can see that 55.6% of staff members majored in Languages. Although their majors may not specifically be English, it indicates that they may have had some sort of contact with the theories being discussed in this research and may have formed an opinion based on linguistic studies regarding the use of L1 in L2 lessons.

Interestingly, 44.4% of respondents selected the “Others” category, which does not necessarily mean they have not majored in languages. It is possible that some of these responses refer to people who have multiple majors, including that in Languages, and, more specifically, English. Even those who did not major in Languages at all will respond to the other questions from a place of experience, since their observation of classroom procedures influences their view on the phenomenon being investigated by this research.

In short, even though some of the opinions in this questionnaire may come from a place of no education in Linguistics as a science, it still comes from a place of experience in practice, which minimizes academic bias.

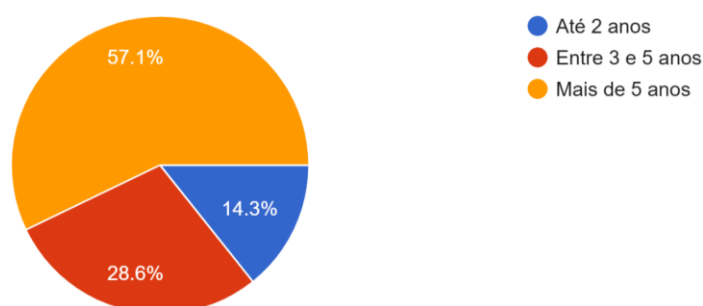
4.3.1.2 Question 2

Question 2 has the sole objective of better understanding the demographic participating in the research. Data collected here is not directly relevant to the content of analysis or the opinions reported, since they are anonymous, and thus cannot lead to a generalization. In this research, however, data collected helps us better understand how long teachers had first majored, but not necessarily in Languages. Additionally, the data does not represent how long they have been teaching English in the institution where the research happened, nor anywhere else. This information helps trace how long ago practitioners went to university and had contact with the academic discourse, which can shape one’s reasoning and beliefs from a scientific background. Image 14 below reports the findings:

Image 14: Teachers’ Questionnaire - Question 2

Eu me formei há (considere sua formação mais antiga)

7 responses



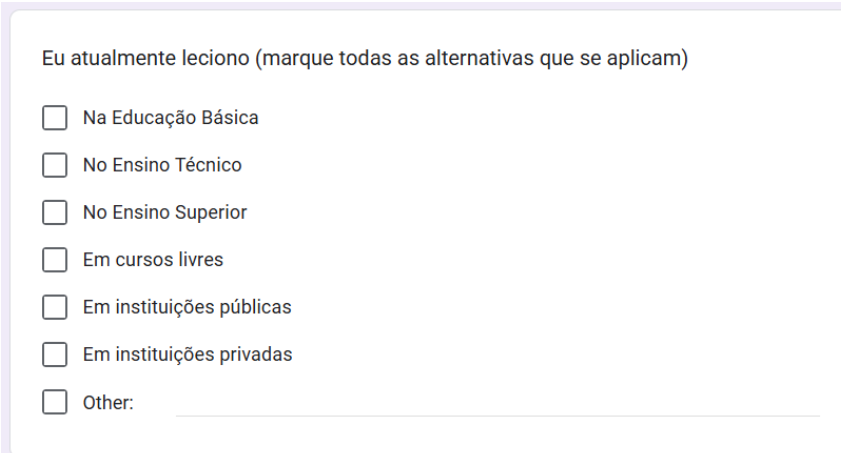
Source: Organized by the author

The graph indicates that the majority of respondents had majored more than 5 years prior to the collection of this data, representing 57.1% of the total. 28.6% of participants had majored from 3 to 5 years before taking part in this research, and 14.3 % in up to 2 years. This data informs us that few participants had had their first contact with the academic discourse at least 2 years prior to taking part in this research, and, thus, are accustomed to the scientific method, which allows for a better understanding of the study being done and how their answers can actually contribute to the building of knowledge in the field of their work.

4.3.1.3 Question 3

Question 3 was designed to determine in what sectors of Education teachers have been acting when they participated in the research. This data can be relevant to interpret how different experiences can shape one's view of a given phenomenon. As this data is anonymous, the only possible generalization here is that of the multiplicity of sectors in which these teachers work. A checkbox type of question was chosen for this question due to its possibility of choosing multiple answers to accommodate teachers who work in different segments of education. Options included an "other" entry, which had a space for specification if respondents felt like disclosing extra information. Image 15 shows the option "other" in English because that is the language set to the researcher's computer. Whoever opened the Google Forms in a device set to Portuguese would see the option as *outro*.

Image 15: Teachers' Questionnaire - Question 3



Eu atualmente leciono (marque todas as alternativas que se aplicam)

- Na Educação Básica
- No Ensino Técnico
- No Ensino Superior
- Em cursos livres
- Em instituições públicas
- Em instituições privadas
- Other: _____

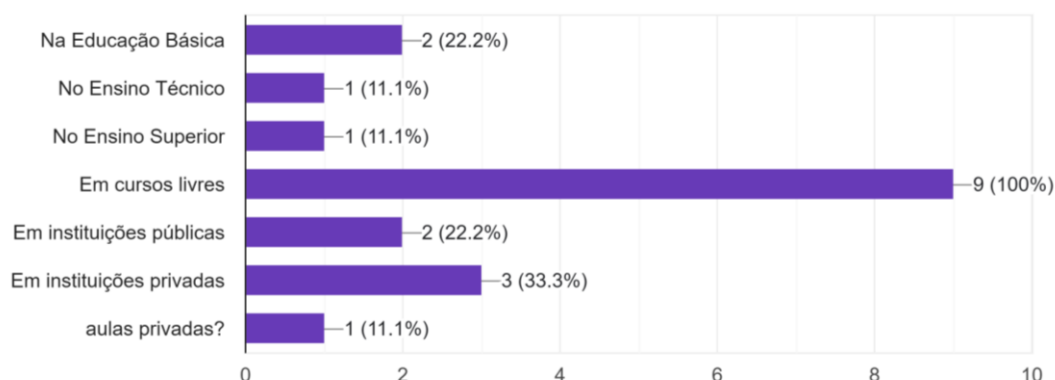
Source: Organized by the author

Image 16 below shows the results obtained by this question:

Image 16: Teachers' Questionnaire - Question 3 results

Eu atualmente leciono (marque todas as alternativas que se aplicam)

9 responses



Source: Organized by the author

As expected, 100% of answers point to “language courses”, given it is the context of this study.. Three people reported working in private institutions, 33.3% of the total, followed by two people, 22.2% of the total, reporting working in public institutions and in Basic Education. Teaching at Technical and Higher education was reported by 1 person each, representing 11.1% of the total. The “other” option received the extra context “private classes”, reported by one of the respondents.

From this data we can determine that even though all of the teachers work at the same institution, which is a language course, a multiplicity of other segments of education is present in the lives of these teachers and that can lead to different points of view regarding the use of L1 in class.

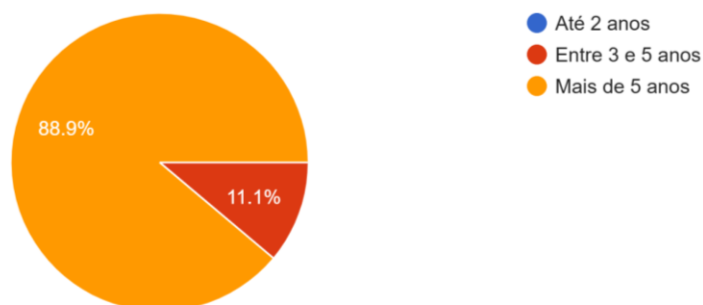
4.3.1.4 Question 4

Question 4 asks teachers to disclose how long they have been teaching. This question does not ask specifically about English but any teaching activity. Even though the data collected here may not represent the reality of these teachers' teaching of English, it does report how long they have had experience in teaching. This information is relevant to forming an opinion on what and how to teach, making answers more informed and based on experience of classwork. Image 17 below shows the data collected.

Image 17: Teachers' Questionnaire - Question 4 results

Eu leciono há (considere o tempo total desde o início)

9 responses



Source: Organized by the author

This data demonstrates that all of the teachers in the institution have been teaching for more than 2 years. 88.9% of them have been teaching for more than 5, and 11.1% from 3 to 5 years. All of the responses come from an informed reflection that juxtaposes one's belief and institutional values, which accounts for the multiplicity of points of view recovered from this questionnaire.

4.3.2 Section 2: about your opinion on the use of Portuguese during the classes

This section of the questionnaire is composed of the 7 open questions, which invites teachers to express their opinion about the use of Portuguese during English classes. In the following sections, we report the findings of each question individually.

4.3.2.1 Open Question 1

Question 1 inquires teachers about their opinion regarding students' use of Portuguese during the classes. Image 18 below reports the findings of this question:

Image 18: Teachers' Questionnaire - Open Question 1 results

Qual é a sua opinião acerca do uso do português pelos alunos durante as aulas?

9 responses

Pode atrapalhar em algumas situações. Principalmente no início, em algumas situações, o aluno não consegue visualizar a importância de praticar o novo idioma e acaba utilizando apenas o português.

O uso do português por parte do aluno não deve ser repudiado, visto que pode gerar uma quebra do filtro afetivo e gerar reações negativas adversas, possivelmente levando até a um trauma linguístico. Creio que seu uso deve ser feito com cuidado, mas jamais repudiado.

Para os alunos, o uso do português acaba sendo fundamental para estabelecer conexão e sentido com a língua estrangeira. Não tem como o aluno se familiarizar ou se conectar com algo que não faz sentido para ele. A língua materna é a língua através da qual o aluno consegue essa familiaridade e sentido. Acredito que seja através dela e das relações estabelecidas entre ela e o idioma estrangeiro que se dá o aprendizado.

Dependendo do momento e do nível, o recurso do português acaba sendo relevado

Nem sempre é prejudicial. Para alunos iniciantes acredito, que em alguns momentos, ajude. Mas com o passar do tempo, os alunos pegamos confiança e não há a necessidade de tradução e ou uso do português em sala de aula.

É Necessário! nos momentos certos

Acredito que, no caso de alunos iniciantes, algumas vezes se faz necessário principalmente quando eles querem tirar uma dúvida sobre o conteúdo.

Normal até certo estágio do aprendizado. Para os iniciantes é uma forma de apoio/ conforto a nova fase. Depois de um amadurecimento linguístico, o português deve ser deixado de lado nesse momento até para o inglês fazer parte do convívio linguístico

Em alguns momentos os alunos não possuem o vocabulário específico para falar no idioma ensinado. Portanto, mesmo com comandos os quais eles possam utilizar em sala de aula para se comunicarem, acredito que em alguns momentos eles precisem se convencer de que alguma palavra é realmente similar ao seu idioma nativo.

Source: Organized by the author

The arguments received are composed of a mixture of positive, negative, and in-between ones.

The only positive argument discusses the fact that associations with L1 are inevitable when learning a new language. In case there are multiple languages known by the learners, all of them will play a role and participate in inferences that complement the speakers' repertoire, be it phonologically, lexically, grammatically, or discursively.

The other extreme, a strong negative view towards the use of L1 in class derives from the fact that learners can get accustomed to using Portuguese all the time and it can hinder their perceptions of the importance of using L2, and the impact it has on their linguistic development.

The in-between arguments contain opinions that point to a positive take on the use of Portuguese, but considering specific instances for it. It is of the opinion of this group that L1 use be regulated and limited, but a concession is made for lower-level students. That concession

is lifted the minute they reach more linguistic maturity. The question that arises from that argument is that of a multiplicity of proficiencies in class. The common picture is to have a very heterogeneous classroom, with higher proficiency students working with lower proficiency students. How would that be managed? Would the use of L1 be more flexible to those who struggle more with the language? How would other students feel? A reported opinion is that banning the use of L1 in class may cause trauma, and that can hinder the learning process.

4.3.2.2 Open Question 2

Question 2 in this section investigates teachers' perception on the use of Portuguese by themselves and other teachers in class. Image 19 displays the findings of the question asked:

Image 19: Teachers' Questionnaire - Open Question 2 results

Qual é a sua opinião acerca do uso do português pelos professores durante as aulas?

9 responses

Em algumas situações acaba sendo útil. Ao dar uma aula totalmente em inglês, o uso do português por parte dos professores para dar algumas explicações acaba sendo necessário em alguns momentos.

Acredito se tratar de uma ferramenta útil, e seu uso não deve ser demonizado. Penso que uma aula de língua adicional que seja completamente ministrada em português não seja ideal, visto que a prática da língua se faz necessário, mas o uso da L1 pode ser benéfico em diversas situações.

Sendo o português pode ser uma ferramenta produtiva e possível nas aulas de língua inglesa, há situações em que apenas o uso da L1 pode promover um entendimento completo de algum termo na L2. Portanto, não acho que o português deva ser excluído como um recurso possível para as aulas de línguas estrangeiras pelos professores. Eu costumo dizer que é improvável ensinar "although" de maneira efetiva para os alunos sem o uso da tradução na língua materna, por exemplo.

Não vejo problema se o uso do português auxiliar ao aluno a entender pontos gramaticais e/ou outros assuntos, contanto que haja a prática do idioma a ser ensinado e a verificação de que o aluno entendeu a mensagem que foi passada a respeito do novo idioma.

Depe de do nivel.

Pode ser muito proveitoso, se usado nos momentos corretos

Acho necessário em algumas situações. Acredito que essa necessidade diminua conforme o aluno avança no idioma, porém até com níveis avançados pode ser que seja necessário a tradução, por exemplo, de um termo ou palavra que ele não compreenda a explicação . A língua materna certamente é útil no ensino de outra

Normal em sua necessidade. Existem explicações e momentos de experimento que não faz diferença se for em português

Em determinados momentos os professores evitam grandes perdas de tempo em aula quando somente usam uma ou duas palavras no idioma l1. Desta maneira, a aula terá um caminho mais prático e efetivo.

Source: Organized by the author

From the results collected in this question, we can see a positive attitude towards L1 as a pedagogical tool. According to the answers, using Portuguese can help promote full understanding of new vocabulary, some grammar points, and is sometimes a tool to enhance agility and practicality in teaching. It is much faster to use L1 and solve a momentary problem than to keep using English and waste precious moments of practice, which is another argument. L1 should not be demonized in class, as long as it is not the only language used by students and teachers, for it diminishes learners' experimentation with the target language. According to the responses, the use of L1 is beneficial in certain levels and situations, but the necessity of using it decreases as learners progress.

4.3.2.3 Open Question 3

Question 3 asks teachers in what situations they feel Portuguese can be used in class. Image 20 below shows the responses received:

Image 20: Teachers' Questionnaire - Open Question 3 results

Na sua opinião, em qual(is) situação(ões) o português pode ser usado nas aulas?

9 responses

- Algumas explicações podem ser mais eficazes se utilizarmos o português para auxiliar em alguns momentos. Percebemos que os alunos entenderiam mais rápido e a informação seria absorvida de uma forma mais eficaz se o português tivesse sido utilizado.
- Para sanar dúvidas corriqueiras e fora do tópico de aula. E também para questões de socialização, onde a L1 representa afeto e conforto.
- Em situações nas quais não se consegue trazer nenhum outro recurso que não faça sentido para o aluno. Muitas vezes, uma imagem ou associação não dá conta de trazer sentido para alguma palavra ou expressão. Nesses casos, acho que o português assume um papel fundamental de atribuição de sentido.
- Em pontos gramaticais de difícil compreensão, em vocabulários complexos
- Quando vc tem um aluno com extremas dificuldades com a língua. O prof pode falar em particular com esse aluno
- Na tradução de algumas palavras e/ou expressões linguísticas específicas. Traduzir palavras chave que contém grande peso em textos também pode ser interessante
- Em situações nas quais o uso do português venha facilitar a compreensão de algo que não tenha sido possível compreender de outra forma.
- Um momento de descanso ou em um momento de explicação que não vai alterar o propósito da aula
- Ao ter feito uso de todos os tipos de técnicas em sala de aula e, ainda assim, os alunos não conseguem compreender o professor, este pode fazer uso do português.

Source: Organized by the author

Answers discussed the use of L1 being adequate in situations such as explanations of complex topics or words, but only as a last resource. The use of other teaching techniques, such as images, body language is said to be more appropriate initially. In case of specific learners who particularly struggle with the language it was indicated that it should be used for them privately. Another reported situation is the translation of key words to make comprehension possible when students are struggling, or when doubts are off-topic or unrelated to the lesson. Lastly, the use of Portuguese for socialization was another example of a situation in which L1 is considered to be adequate, especially because Portuguese represents affection and comfort for speakers analyzed in this research.

4.3.2.4 Open Question 4

Question 4 required teachers to discuss situations in which Portuguese should be avoided. The lexical choice of the verb “to avoid” in this question was fundamental to convey the intended message, meaning that L1 should not be banned altogether, but used wisely, and in what specific situations teachers felt so. Image 21 below shows respondents’ answers:

Image 21: Teachers’ Questionnaire - Open Question 4

Na sua opinião, em qual(is) situação(ões) o português deve ser evitado nas aulas?

8 responses

- Nos momentos de prática do novo idioma em que estão aprendendo.
- Creio que deve ser evitado enquanto exercem a prática oral do idioma em questão.
- Em situações nas quais se possa trazer outros recursos, como imagens, associações, usos de cognatos e análises de contexto.
- Na hora da prática do idioma novo
- Em conteúdo que já foi consolidado pelo aluno. Em CCQs e ICQs. Em momentos de instrução para realizar as atividades.
- Em situações nas quais o aluno já tenha vocabulário e conhecimento suficiente para se expressar ou compreender no outro idioma
- Quando a aula já estiver no ritmo.
- Em situações onde uma mímica, intonação diferente ou até mesmo role play podem facilmente fazer o aluno compreender o tópico em questão.

Source: Organized by the author

From the responses, we can see that themes that are repeated are related to the class procedures and moments. According to one of the responses, it seems valid that Portuguese should be used at the beginning of the class, before students start to adapt to the use of the L2. Additionally, most of the respondents seem to be of the opinion that L1 should be avoided in situations that are task and level-oriented. Reportedly, topics that have already been consolidated should not be accepted in Portuguese, nor those which are related to the activities being carried out at the moment. Finally, some respondents report that Portuguese should be used as a last-resource only, after every teaching technique and strategy have failed.

4.3.2.5 Open Question 5

Knowing the importance of having learners use the target language when they are in the process of learning, question 5 inquires about actions taken to manage the use of Portuguese in class. Image 22 below contains the results collected by the questionnaire:

Image 22: Teachers' Questionnaire - Open Question 5 results

Explique como você gerencia o uso do português durante as aulas.

9 responses

Usando aplicativos com o intuito de realizar uma competição entre os alunos, como o class dojo, e utilizando Portuguese cards.

Eu uso como ferramenta e faço acordos com meus alunos sobre em que momentos devem utilizá-lo.

Controlo o uso excessivo e indiscriminado do idioma em sala de aula. Porém, sempre estimulo o uso quando se trata de atribuição de sentido para o aluno.

Nas aulas em escola ou privadas, faço o uso do português sempre que necessário, principalmente para facilitar os momentos de gramática, no curso, faço somente se for o último recurso a ser usado.

Usando brincadeiras com os alunos tipo" mr. Portuga. Ou vales p palavras em português

Na instituição de curso livre: sigo o padrão de metodologia da instituição, reduzindo o uso ao mínimo. Em certos níveis, zero.
Nas aulas privadas: utilizo português de acordo com a necessidade e nível de desenvolvimento pessoal do aluno.

Avalio a real necessidade do uso em cada situação , sempre levando em consideração o nível da turma e a importância do que irei traduzir. Sendo o uso do português, normalmente, minha última opção.

Promovendo dinâmicas. Precisa fazer sentido para os alunos evitarem o uso do português

Uso bem pouco pois preciso que meus alunos estejam mais e mais acostumados com a l2 ensinada ao longo do tempo de aprendizado.

Source: Organized by the author

Even though some themes were recurrent, some answers were unrelated to the question asked. That could be pinned to a misunderstanding in the phrasing “how do you manage” used in the question. A better question to avoid the occurrence of this unexpected misunderstanding would have been *quais métodos você utiliza para minimizar o uso do Português durante as aulas?* (what actions do you take to minimize the use of Portuguese in class?).

Still, there seems to be a tendency of making use of gamification to reduce the amount of Portuguese spoken in class. Teachers reported using competitions, vouchers that can be exchanged to have the chance to speak Portuguese, attribution of nicknames to those who make use of L1, etc. These measures may seem like a fun way to discourage the use of L1 and bring a sense of responsibility to students, but they can easily backfire. Those can cause a lot of trauma, which can, in turn, lead to students’ dropout, and a sense of failure. Additionally, putting students on the spot may cause them to feel ashamed and offended.

Another report was to agree with students on moments in which the use of L1 was acceptable. That encourages learners to see the importance of using L2 while not having them give up on their L1 altogether. Another report was that of on-site assessment of the situation to determine whether it was appropriate or not to allow the use of Portuguese.

Arguments point to having a different attitude depending on the segment of education. At schools, their posture seems much more flexible, allowing and using Portuguese as a pedagogical tool to facilitate learning and enhance comprehension, especially when dealing with grammar points; a more restrictive attitude is displayed when teachers are at the language school where this study was conducted. Teachers report following the course methodology, which uses the Direct Method and discourages the use of L1, but confess using Portuguese in situations that are necessary, and as a last resource; while in private classes, respondents see Portuguese as a tool and is used according to the level or when situation requires.

4.3.2.6 Open Question 6

In question 6 teachers are asked to discuss the benefits that the use of Portuguese can bring to the learning of an L2. This question expected a more technical point of view, be it from experience or academic studies. Image 23 below shows the collected answers:

Image 23: Teachers' Questionnaire - Open Question 6 results

Na sua opinião, quais benefícios o uso do português pode trazer para o aprendizado da língua-alvo?

8 responses

Para explicar coisas que em ingles os alunos nao conseguem entender tao bem. As vezes se a regra tivesse sido passada em portugues, os alunos entenderiam melhor.

Creio que pode evitar perda de tempo e criar um ambiente mais confortável para os alunos.

Creio que o maior benefício no aprendizado é trazer uma maior efetividade e sentido do uso de termos no idioma. Porque se um aluno vir uma lista de vocabulário, ainda que indicando para que aquele vocabulário é usado, e não vir sentido naquela lista, ele nunca vai conseguir ir além do que faz sentido para ele.

Ao utilizar o português, trazemos pro aluno um certo conforto dentro do aprendizado de um novo idioma. Servindo como um auxílio em momentos de dificuldade. Mas acredito que não pode ser banalizado e utilizado a todo momento.

Facilitando especialmente o início do processo de aprendizagem. Usar a língua materna como estratégia facilitadora para aprender o idioma alvo com certeza é necessário

é um facilitador com relação a vocabulário já que nosso cérebro já tende a traduzir normalmente. Também evita compreensão errada de alguns termos ou conteúdos mais complexos.

De comparação. O que temos a associar e o que não temos

Uma compreensão cem por cento conseguida pelo professor ao ensinar e também a proporção de um sentimento de total aquisição da língua, pelo aluno.

Source: Organized by the author

In this question, teachers report using Portuguese as a facilitator of the learning process, which is specifically true when dealing with lower-level students. Additionally, the solid argument that translating is a natural process reinforces the fact that trying to ban the use of L1 in class is wasteful, since comparisons and associations are made all the time between one's L1 and the language being learned. The understanding that this is a natural process, and encouraging it builds a much more welcoming environment for learners to express themselves and enhance the learning process. Moreover, the simple use of L1 can save precious time when dealing with full syllabuses.

4.3.2.7 Open Question 7

Opposite to the previous one, question 7 asks teachers to determine the disadvantages of using Portuguese when learning an L2. Image 24 below reports the collected findings:

Image 24: Teachers' Questionnaire - Open Question 7

Na sua opinião, quais malefícios o uso do português pode trazer para o aprendizado da língua-alvo?

9 responses

O aluno acaba se confundindo com algumas palavras que existem em português, mas no inglês são completamente diferentes. Ao utilizar muito o português em sala, o aluno pode ficar cada vez mais desmotivado em praticar aquilo que ele está aprendendo.

Se em excesso, pode diminuir o tempo de prático que o aluno terá com a língua adicional.

Se utilizado de maneira excessiva e indiscriminada, pode se tornar em um apoio através do qual atrapalhará a fluência do aluno, uma vez que ele só conseguirá se comunicar com base na sua L1 e isso impacta diretamente no curso e tempo de fala do aprendiz.

Dependendo de como for controlado, pode deixar o aluno mal acostumado, isso pode acabar transformando esse momento de "auxílio" para uma "obrigação" do professor em ter que explicar sempre em português.

O aluno pode ficar insistindo usar português ao invés do inglês em aula

Se não utilizado corretamente, o uso do português pode fazer com que o aluno tenha suas capacidades de listening prejudicadas, pois não utilizaria seu conhecimento do idioma para entender o que está sendo dito.

Quando o aluno quer, por exemplo, escrever todo o texto em Português e depois traduzir para a língua-alvo, esse aluno pode ser levado a cometer alguns erros ao tentar traduzir ao pé da letra. Outro malefício seria a dependência de tradução, ao invés de compreensão do contexto.

Uma indisciplina em não saber quando se deve ativar o inglês

Alguns alunos tendem a não fazer tanto esforço para compreender melhor o idioma pois sabem que possuem desta ferramenta durante o aprendizado.

Source: Organized by the author

Answers received in this question display some arguments containing the idea that using Portuguese may lead to a negative interference of the language in the one being learned, as posited by Selinker's (1972) Interlanguage theory. According to the argument, that can generate word-for-word translations that may hinder the learning process. In general, the use of literal translations may not be ideal in an academic situation but, as long as it serves the sole purpose of communication, and negotiations of meaning are made so as to understand and be understood, that can be a much valid strategy when trying to convey meaning, especially when both speakers share the same L1. Caution is, however, required, because teachers' concession of explaining content in Portuguese may generate the expectation that they will do so anytime students face difficulties. Moreover, there's the shared opinion that excessive use of L1 may cause a dependence on students and demotivate them from using and experimenting with L2.

Additionally, when they make excessive use of L1, they are lessening their time practicing the language being learned.

Overall, the findings indicated that both learners and teachers are aware of the everlasting participation of the L1 in the learning of a new language. Additionally, class recordings demonstrated that learners use Portuguese explicitly, or as a model to infer on items they do not have in their repertoire. Traditionally, these inferences have been dismissed as errors that need to be systematically corrected. This positioning on bilingual language use is based on monoglossic views of language that describe them as autonomous systems that are stored apart in one's mind. According to this view, languages are not expected to interact, and hybrid use is discouraged. The underlying view is that learners are two monolinguals, *i.e.* they should display competence in both languages separately, but never use it hybridly or dynamically. Students and teachers' arguments tended to reinforce this conception at times, but a more flexible attitude has started to emerge on their discourses, as testified by the answers in the questionnaires. Contrary to what was reported in the questionnaires, actual language use pointed to a more fluid practice. Learners display a sense of identity when they report L1 as the language they feel more comfortable with, and use it as a resource to enhance learning and save time. Languages are not used with the same purpose, and that can be verified by the metafunctions discussed in this chapter, which point to specific instances of use of the L1. An example of such a case is the metafunction "off-topic conversation" (see section 4.1.18). Learners use English to perform the activities proposed in class, but Portuguese is the language of choice to have casual conversations. Students also display a sense of responsibility that they need to practice the target language as much as possible to reach their objective of being proficient in it. This proves that there is no need to ban the L1 from the classroom, and that it is our ally, not evil.

Having discussed all the data collected in this research, we now move on to explore the conclusions that can be drawn from the information in relation to the objectives and research questions asked at the Introduction of this dissertation.

5 CONCLUSION

In this chapter, we discuss the conclusions drawn from the three sources of data collected in this research, as well as areas of intersection and divergence. Additionally, we discuss in which ways the objectives of this study were reached, and answer the research questions asked in the introduction in light of the findings. Lastly, we suggest extra investigations that can contribute to the knowledge in bilingualism and translanguaging areas.

First and foremost, it is important to reinforce that data presented in this research come from a classroom context, rather than a conversational one. This is worth noting because if naturally occurring bilingual conversations had been recorded, the findings might have differed. As recordings happened during the carrying out of a pedagogical task with the objective of completing an activity, learners' mobilization of their repertoire was more or less predictable, given that each activity had a specific goal to be reached, which helps delimit, to a certain extent, the vocabulary and structures needed to communicate. To increase the challenge and predictability of interactions, activities recorded were selected to account for tasks in which discussions on various topics were happening, and mobilizations of knowledge from various fields were required. Additionally, all participants in this study are speakers of Brazilian Portuguese as their L1. This shared language is part of a common semiotic resource that learners have in their repertoire, and it is used as a support, even in the aforementioned context, where the use of L1 had not been previously welcome. Having briefly examined the factors influencing the conclusions drawn from the data, we will now discuss how the objectives of this research were achieved.

As mentioned in the Introduction (see chapter 1), the general objective of this study was to contribute to the understanding of the use of L1 by learners in advanced levels of English as an Additional Language, and the specific objectives were as follows: i) analyze learners interacting in class under a PBL curriculum to gain insight on the situations or factors that determine translanguaging; ii) analyze learners' assessment of the use of L1 in class and how it relates to their learning; iii) analyze how teachers view the use of L1 in class, as well as the procedures utilized to either incentivize or limit its use; and iv) contrast learners' and teachers' views on the subject. In the following paragraphs, we discuss each objective individually.

The analysis of learners' interaction has led to the classification of 20 different metafunctions to the use of L1 (see chapter 4, section 4.1), depending on the contextual objective of Portuguese utterances, or utterances in which English was used in metalinguistic processing that mirror elements of Portuguese. It is important to highlight that the metalinguistic

processing that learners do, which resembles items from their L1, has been traditionally described as errors, and should be systematically corrected in order to not fossilize. Having reached the CEFR C1 level, one might assume that learners would no longer base their inferences on their L1; however, the data suggests otherwise. The metafunction associated with this process, cross-linguistic inference (see chapter 4, section 4.1.9), was, in fact, the most used one, as reported by the data, appearing in 6.31% of the transcribed lines (this and all subsequent percentages are approximations). This shows that, no matter what level learners reach in the process of learning a new language, L1 will always be present, and will be used to infer and bridge the gaps in the building of other elements of their bilingual repertoire, and this is especially true in pedagogical contexts. Following Cross-linguistic inferences, the other top used metafunctions were, in order of frequency, Pragmatic markers (see chapter 4, section 4.1.1), used in 5.57% of the lines, Off-topic conversation (see chapter 4, section 4.1.18) used in 2.79%, Pronunciation of proper nouns (see chapter 4, section 4.1.13), used in 2.18%, and Task comment (see chapter 4, section 4.1.4), used in 2.11%. The second most used metafunction, Pragmatic markers, shows that learners are invested in using the language being learned as much as possible, but would still leave minutiae details of their language production unattended to favour communication, and practice the language. This led to a shift in focus, the selection of content words primarily, leaving pragmatic markers mostly to those coming from Portuguese; the third most common metafunction, Off-topic conversation, demonstrates that learners will inevitably make casual conversation during class time, and L1 was the language of choice to do so. This may come from the fact that, even though they are studying English, Portuguese is their home language, and they feel more comfortable using it to socialize, even when they are still immersed in an environment for practicing and learning a new language. That does not mean they are incapable of using English to communicate at this point. This fact points to a preference, a specific role ascribed to Portuguese, which is a manifestation of their identities as bilinguals. Confirming that, as mentioned earlier in the Translanguaging section of the Theoretical Framework (see chapter 2, section 2.2), Gorter and Cenoz (2022) discuss that learners will select the language used to communicate according to their objectives; the fourth most used metafunction, Pronunciation of proper nouns, testifies to learners making inferences all the time, and that, even when using English, Portuguese is still active in their brains, as posited by García and Wei (2014). L1 is, in fact, being used to determine the pronunciation of not only names, but any proper noun. As mentioned before, this does not mean that learners are incapable of adapting their pronunciation to that of English phonetics, as can be attested in

excerpt 27 (chapter 4, section 4.1.13) analyzed earlier. Rather, it proves that learners *choose* to maintain pronunciation of proper nouns in Portuguese, and will translanguage back and forth when saying names, the most basic statement of one's identity; the fifth most used metafunction in this study, Task comment (see chapter 4, section 4.1.4), shows learners' investment in practicing the language they are learning. To speed up the process of checking understanding of what they have to do, or to pay comments regarding their opinions about the task, learners resort to L1 so that they can optimize the time before actually starting carrying out the activity. This demonstrates that Portuguese plays the role of a pedagogical support before actually using the language they are learning to perform the task proposed in class. By acting this way, learners optimize the time dealing with explanations of the objectives of the activity in L1, leaving them with more time to practice the target language while carrying out the activity.

The second objective of this research was reached by means of an optional semi-open questionnaire that learners were invited to answer at the end of the semester (see chapter 4, section 4.2). Learners recognized the use of Portuguese by all actors in class, themselves and the teacher, which goes against the methodological presuppositions of the Direct Method, adopted by the language school in which this study was conducted. This fact also demonstrates a state of identity, given that, when using L1, both learners and teachers make a statement against banning L1 from the classroom, and challenge monoglossic views that hierarchize languages, even in the classroom. Unarguably, since the objective is to learn and practice English, the sole use of L1 is, in fact, problematic, and learners demonstrated being aware of this fact in their responses. Learners recognize that L1 can be an ally in specific situations, such as saving time and optimizing explanations, and also report a preference for L1 to socialize. What differs from the findings in the audio recording is the fact that learners report using L1 to socialize during their break time, when, in fact, it was also used with the same purpose during the classes. This is significant in the sense that L1 is the preferred language to discuss amenities that are not related to the activity learners are engaged in. As can be attested by the aforementioned conclusions, learners are aware of the benefits of using L1 at a conscious level, and make use of it, and validate its use for marked reasons.

On the other hand, learners recognize that the use of Portuguese can also bring drawbacks. Learners report less exposure and less practice of the target language when they speak in Portuguese. It is important to acknowledge this because learners display a sense of responsibility and accountability, which *per se* is an indication that they put effort in trying to use English as much as possible, and that it positively impacts in the development of their

linguistic competence. L1 does not need to be banned from the classroom. One who enrolls in a language course is aware that they need to practice that target language, and that L1 plays the role of aiding in the process, not replacing the language being learned. A single response, however, does not seem to recognize the benefits of the L1. When asked about the benefits of using L1 in class, one of the respondents used *nenhum* (none). Cogo (2021, p. 40) reminds us that “[...] the same multilingual speakers that engage in fluid, translanguaging practices might also describe their own practices in monolingual terms or constrain their own performance along monolingual lines”, which is explicitly reproduced in this argument. García and Wei (2014, p. 15), on that matter, remind us that

[...] bilingual speakers are often able to recognize themselves only as subjects that speak two separate languages. In so doing, bilingual speakers become complicit in their own domination as they often conform to monolingual monoglossic practices that constrain their own bilingualism to two separate autonomous languages, although at times they may resist by engaging in fluid language practices.

This isolated comment, though distinct from the others, illustrates how the language practices learners have encountered in their language school journey have shaped their perception of L1's role in the classroom, casting it in a negative light, despite the acknowledgment that Portuguese is indeed used in class. As suggested by the title of this dissertation, there needs to be a shift in these monoglossic views of language, and we need to de-evilize the L1 in the classroom, and use it as a means to enhance learning, rather than “demonizing” it. In the following paragraph, we discuss the third objective of this study.

The third objective of this research is to determine teachers' assessment of the use of Portuguese in class and how they manage it. The researcher, also being a teacher in the language school where the study was undertaken, knows for a fact that L1 is used. The questions aimed at the teacher sought to confirm their acknowledgment of that fact, which was validated by all 9 respondents. Teachers, like students, are also aware that all actors in class use Portuguese sometimes, including themselves. To this group, Portuguese plays the role of a pedagogical facilitator, which can be used as a tool to save time, a mechanism that is useful when teachers are pressed by time due to a tight syllabus. Caution was reported, however, for it can hinder learners' experimentation with the language, and develop the habit of resorting to Portuguese whenever they are not sure about something, or because it is simply faster. That can actually be problematic and impact learners' development of other subskills that are also part of becoming bilingual, such as contextual inference, rephrasing, etc. There needs to be a balance and the development of a sense of responsibility that makes learners aware of the fact that, to reach the

objective of learning a new language, that language needs to be used as often as possible. Additionally, teachers also report the fact that the amount and use of L1 tend to decrease the longer learners study, which can be an indication that they expect students not to use any Portuguese when they reach the level reported in this study. What happens, however, is that the use of L1 may still be reduced from when learners studied in previous levels, but Portuguese is never abandoned altogether, as could be seen in the class recordings (see chapter 4, section 4.1). To balance the urge to use Portuguese, teachers were inquired about how they manage that use in their classrooms. Two factors determine teachers' perception and course of action in this regard: i) the educational context; and ii) the level being taught. Teachers reported being more flexible with the use of Portuguese in contexts outside the language school in which this study was conducted. This can be attributed to the institution's adoption of the Direct Method as the basic practice in the classroom. To compensate for the fact that L1 is still used in class, some teachers reported having adopted methods to limit its use. Some of them include vouchers and cards that allow learners to use Portuguese a certain amount of times, or punish those who use it with a card that acts similar to the dog shaming²² pictures that went viral on social media. These measures are problematic because they develop a sense of wrongdoing when learners translanguage to Portuguese for any reason, and silence a language that is the one learners have at their disposal and are most accustomed with. That is, in a way, preventing them from actually learning. Additionally, those measures can generate a lot of trauma, and hinder the learning process altogether, leading to dropouts. What is described as gamification is, in essence, an authoritative effort to vilify a learning and pedagogical tool that is commonly shared among learners in this context. Other teachers, on the other hand, are more democratic. Concessions and agreements of appropriate moments for using L1 are reported, which display a much more inclusive attitude and recognition of the role that Portuguese can play in students' learning and interaction. The second factor, the level being taught, comes from a sequential attitude toward learning. García and Wei (2014) discuss how monoglossic views of language tend to describe learning as sequential, coming from simpler to more complex, based on an ideal native-like competence. In the real world, however, communicating is a complex process, and necessity can range from items pertaining to small talk to academic discourse at the same stretch of speech, which does not fit well in a sequential approach to learning. In a language school, where

²² Dog shaming refers to pictures that went viral in social media in which dogs are photographed wearing a sign hanging from their necks describing a bad thing they did. Common examples are destroying sofas, peeing and/or pooping in inappropriate places, barking loudly late at night, etc.

the objective is to develop linguistic and communicative competence, a sequential approach to teaching is adopted to facilitate learners' comprehension of language input and enable them to produce enough output to progress in the language. The longer one studies, the more input they receive, and more proficient they become in the target language, which, as reported, would decrease the necessity to resort to L1. Again, as was discussed earlier, L1 will always be present in bilinguals' speeches, be it by using it explicitly, or by inferences mirroring items from one's L1. In this study, we report the finding of two different groups at a specific level at the end of their learning process. A longitudinal study would be needed to verify if learners decrease the use of L1 significantly along the way, or if this reduction is timid. Lastly, we discuss the last objective of this research in the following paragraph.

The fourth and last objective of this research was to contrast learners' and teachers' views regarding the use of L1 in class. As can be attested by the previous discussions, both learners and teachers recognize the use of Portuguese in class by all actors, even though the Direct Method suggests otherwise. Additionally, both groups validate the use of L1 to serve specific roles, but discard its use as the sole linguistic practice in the classroom. On the one hand, it testifies to learners' responsibility to their learning and recognition that, in order to develop proficiency in the target language, they have to practice it; on the other hand, teachers validate the use of Portuguese as a pedagogical tool for specific situations, and use some resources to limit the amount and moments of its use. There is no unanimity of opinions, as is expected on such a polemic topic, but the majority of reports point to the recognition of a positive role played by Portuguese in the ESL classroom, even when its use is frowned upon by institutional values. Having discussed how the objectives of this study were reached, we now move on to briefly answer the research questions in light of the findings, since they have already been discussed in the above paragraphs.

The research questions that guided this study were as follows: i) What situations or factors determine learners' selection of linguistic features in their repertoire in the process of negotiating meaning during classroom interaction?; ii) How do learners assess the use of L1 in class?; and iii) How do teachers assess the use of L1 in class?

The first question, related to the first objective, accounts for the 20 metafunctions that were created to classify instances of Portuguese use either explicitly or in English utterances that carry metalinguistic processing made by learners, which were traditionally described as errors and interference. Learners use Portuguese explicitly for specific purposes, such as pronouncing names, getting their peers up to date with the objective of a task, or having casual

conversation, to name a few, which are different from the use of L2, the language mostly used to carry the pedagogical tasks proposed. Beyond that, L1 is used implicitly to make inferences that are a key element in learners' negotiation of meaning. As discussed in the analysis (see chapter 4), when items are missing from one's vocabulary, students can ask for vocabulary or settle on a word similar enough to communicate the intended message. Two such examples can be seen in excerpts 5 (see chapter 4, section 4.1.2) and 18 (see chapter 4, section 4.1.9.2). In the first, the word "plastic" was suggested as a replacement for *embalagens* (packaging), and, in the second, although "impression" was not the appropriate word to refer to *impressão* (printing), both words acted in discourse as a correct option to communicate the intended message. We reinforce that this is only possible due to the fact that all learners analyzed in this study speak Portuguese as their L1.

The second question, which addressed the second objective, elicited diverse rather than unanimous responses. However, most answers were positive, indicating that learners possess a sense of responsibility and recognize that neglecting to practice the target language can be detrimental to their progress. However, students do recognize the role of Portuguese as a facilitator of that learning process. Additionally, students prefer L1 for socializing about topics diverse from the ones being studied.

Finally, the question related to the third objective, similar to the previous one, did not receive unanimous agreement. While respondents acknowledged the facilitating role of Portuguese, most indicated that it should be used with caution to allow learners' sufficient practice in the target language. This approach would help learners develop their linguistic competence and gradually reduce their reliance on Portuguese as they progress.

We reach the conclusion that even at more advanced proficiency levels, learners continue to draw upon their L1, and when in a context where all participants share the same L1, failing to utilize it as a resource represents a missed opportunity for learning. While using L1, learners choose to favor communication and manifest a statement against the attempts at silencing and limiting their linguistic resources to develop competence in a new language. Especially in a classroom, as is the context of this study, experimentations with the language are part of the learning process, and an opportunity to enhance metalinguistic knowledge that can be used to build a community of learning where all learners come in aid of each other, and together expand their repertoire mobilizing individual strengths to support the co-construction of meaning. This community of learning creates new meanings, new grammars and new language practices that reinforce the necessity to discuss other Englishes beyond that spoken in

anglophone countries, and that their linguistic practices are equally relevant and possible, as long as speakers are able to use language to communicate their message effectively and be understood by their interlocutors.

To conclude, the insights gained from this research testify for fact that we do not need to paint the use of L1 in class as evil, because it is our ally in the learning process. Learners are aware of the necessity of practicing the target language while in class to develop their repertoire, and that only using L1 is problematic. Although not consensual, both learners and teachers confirm using Portuguese in class as a resource that can enhance learning and build a sense of belonging. This sense of belonging might be related to the fact that learners report being able to express themselves better in Portuguese, and that they feel more comfortable and confident with the language, which displays a sense of linguistic identity. On the other hand, while some teachers welcome L1 in class at specific times and for specific reasons, others are far more authoritative when managing its use. Answers indicate that teachers mitigate the use of Portuguese by creating competitions or adopting unpleasant situations for those who translanguage during class time. These measures might seem like an enjoyable way to encourage learners to use L2, but are in fact reinforcing the stereotype that using L1 is harmful to learning a new language. While this study have offered insights on translanguaging, further investigations that can contribute to knowledge on bilingualism and translanguaging in ways we were not able to, for the limitations of our scope, are as such: longitudinal studies are required to determine whether the use of L1 is consistent or decrease along one's years of studying a new language; additional research is also needed on how reductive translanguaging is exploited by the media, painting a picture of celebration of linguistic diversity, but actually frowning upon hybrid language use.

Having reached the end of this dissertation, one might argue that the fact that this research advocates for the use of L1 in the classroom but presents its results in English consists of a contradiction that challenges the main supporting arguments presented by the study. While at the beginning of the pursuit of this Master's Degree it made perfect sense to write in English because of the massive volume of academic sources in that language, and the language of the collected data, that decision started to lose power along the way. During the two-year period that culminated in the writing of this dissertation, I had the blessing of taking very enlightening courses both at UFMG and other fantastic universities which shifted and shaped my perspective on languages and linguistic phenomena altogether. I end this journey with a much stronger linguistic identity as a Brazilian Portuguese speaker, and as a researcher. Had I known then

what I know now, this whole dissertation would have been written in Portuguese, and many studies that are reported in this research would have been replaced with ones done by researchers who share my language, my culture, my values, and my perspective in the global south. The title of this dissertation “De-evilizing the L1” became a lesson for me as well, as a researcher. I went through the very process of de-evilizing my own language in the academic discourse myself. Language is indeed power, and using English to write the findings of my study represents a lost opportunity to make science using *my* language, and bring visibility to the fact that Portuguese is equally powerful, and that it deserves its spot in the scientific community as well. It is paramount that we make our voices heard, and may them be heard in our first language.

As it was for me, I hope that the study reported in this dissertation has also been food for thought to teachers of ALs, and that we have been able to de-evilize the L1, so it can be welcomed and celebrated in the classroom.

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7 APPENDICES

APPENDIX A - Termo de Autorização Institucional (TAI)

TERMO DE AUTORIZAÇÃO INSTITUCIONAL

Pesquisa: De-evilizing the L1: PBL and Translanguaging as an integrative approach to the bilingual learner

Pesquisador responsável: Matheus das Chagas Figueiredo

Nós, Nilza Coutinho Alves e Paulo Cesar Coutinho Alves
responsáveis pela Instituição NP Cursos de Idiomas LTDA,

declaramos que fomos informados dos objetivos da pesquisa acima, e concordamos em autorizar a execução da mesma nesta instituição. Caso necessário, podemos revogar esta autorização a qualquer momento se comprovada atividades que causem algum prejuízo a esta instituição ou ao sigilo da participação dos integrantes desta instituição. Declaramos, ainda, que não recebemos qualquer tipo de remuneração por esta autorização, bem como os participantes também não o receberão. E asseguramos que possuímos a infraestrutura necessária para a realização / o desenvolvimento da pesquisa.

A pesquisa só terá início nesta instituição após a apresentação do Parecer de Aprovação por um Comitê de Ética em Pesquisa em Seres Humanos.

Nova Iguaçu, 20 de junho de 2024.

Nilza Coutinho Alves
Paulo Cesar Coutinho Alves

Responsáveis pela Instituição

Se desejar qualquer informação adicional sobre este estudo, contate o pesquisador:
Matheus das Chagas Figueiredo – matdcf@gmail.com; (21) 98246-4014

Em caso de dificuldade, comunique o fato ao Comitê de Ética em Pesquisa da Universidade Federal de Minas Gerais – CEP/UFMG, localizado a Av. Presidente Antônio Carlos, 6627, Belo Horizonte, MG - CEP 31270-901- Unidade Administrativa II - 2º Andar - Sala: 2005 -Telefone: (31) 3409-4592 - E-mail: coep@prpq.ufmg.br

APPENDIX B - Guardians of underage students' Informed Consent Form

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Seu(Sua) filho está sendo convidado(a) a participar da pesquisa “De-evilizing the L1: PBL and Translanguaging as an integrative approach to the bilingual learner” voluntariamente. Nesta pesquisa, investigam-se as situações que levam falantes bilíngues a escolher recursos de sua língua materna para a comunicação em inglês.

Os objetivos específicos deste estudo são a) coletar e analisar alunos interagindo em sala durante atividades de resolução de problemas para compreender as situações ou fatores que determinam o processo translíngue; b) coletar e analisar a avaliação dos alunos quanto ao uso da língua materna em sala e como isto se relaciona com o seu aprendizado; c) coletar e analisar como os professores veem o uso da língua materna em sala, bem como os procedimentos utilizados para incentivar ou limitar seu uso; d) contrastar as visões dos alunos e dos professores sobre o assunto.

Este estudo se justifica pelo status adquirido pelo inglês enquanto língua facilitadora da comunicação, especialmente na era digital, levando à necessidade de aprender o idioma para se comunicar ativamente em esfera global. Entretanto, a produção em inglês de falantes bilíngues foi, durante muito tempo, avaliada sob uma perspectiva tradicionalista e com base na produção de um falante nativo monolíngue ideal. Isso pode ser explicado pelo fato da ênfase na língua enquanto sistema autônomo corresponder ao período mais longo da história dos estudos linguísticos. Sob essa ótica, a produção em inglês de falantes bilíngues apresentaria variações mais ou menos previsíveis, por se tratar de interferência da língua materna na língua-alvo. Essa concepção estigmatiza a produção bilíngue como deficiente e inadequada. Com isso, entendeu-se que é necessário limitar, ou banir, o uso da língua materna nas aulas para garantir a não interferência entre os idiomas, e desenvolver competência no inglês. Observa-se, no entanto, que o uso de recursos da língua materna é uma ferramenta natural e valiosa para o objetivo final, que é ajudar as pessoas a usar uma Segunda Língua e, portanto, banir o uso do português em sala é uma perda de tempo e recurso. Neste estudo, buscamos compreender os recursos facilitadores da aprendizagem, inclusive a língua materna, empregados pelos estudantes, e qual avaliação alunos e professores fazem desse processo natural bilíngue no aprendizado de inglês.

A participação se dará de duas formas. Primeiramente, durante o curso Advanced Conversation Course 1 (ACC 1), pelo menos um momento em cada uma das quatro unidades será gravado em áudio. A gravação será posteriormente transcrita para análise. Ao final do semestre, seu(sua) filho(a) será convidado(a) a responder um questionário semiaberto através de um link via Formulário Google, no qual refletirá sobre as interações em sala de aula durante o semestre.

Com o objetivo de preservar a imagem e resguardar a identidade do(a) seu(sua) filho(a), as gravações feitas durante este estudo estarão armazenadas em conta pessoal do pesquisador, protegida por senha e autenticação em duas vias, sem acesso de terceiros. Nenhum trecho do questionário ou gravação será compartilhado ou veiculado em mídia. Além disso, para garantir o anonimato da participação, será atribuído um pseudônimo a(o) seu(sua) filho(a) durante a análise.

Como toda pesquisa, esta também envolve riscos. Os riscos envolvidos para a participação se referem a desconfortos e exposição das características da fala do(a) seu(sua) filho(a). Isto pode ocorrer pelo fato de a investigação tratar das escolhas feitas durante a comunicação. Para minimizar as chances de identificação, comprometo-me a tratar os dados de forma sigilosa e sob pseudônimo, não permitindo acesso às gravações em áudio, impossibilitando o reconhecimento da voz do(a) seu(sua) filho(a). Além disso, responder ao

questionário poderá gerar cansaço. Para minimizar este risco, seu(sua) filho(a) pode se recusar a responder todo ou parte do mesmo.

Como benefício deste estudo, seu(sua) filho(a) estará contribuindo para a discussão de melhorias no processo de ensino-aprendizado de inglês para falantes bilíngues, bem como poderá refletir sobre o processo de aprendizagem, possibilitando o entendimento de formas de potencializá-lo.

Para participar desta pesquisa, você nem seu(sua) filho(a) receberá nenhuma vantagem financeira ou pedagógica. Apesar disso, caso sejam identificados e comprovados danos provenientes desta pesquisa, o direito à indenização está assegurado. Além disso, você tem garantida plena liberdade de recusar a participação, ou retirar seu consentimento em qualquer fase da pesquisa, sem a necessidade de justificativa, bastando somente comunicar sua vontade ao pesquisador. A participação é voluntária e, portanto, a recusa não acarretará em nenhuma forma de prejuízo acadêmico ou diferença de tratamento durante as aulas. Os resultados da pesquisa estarão à disposição assim que finalizada e seu(sua) filho(a) não será identificado(a) em nenhuma publicação que possa resultar deste estudo.

Os dados coletados ficarão arquivados com o pesquisador responsável por um período de 5 (cinco) anos após o término desta pesquisa. Após este prazo, os dados coletados serão destruídos. A identidade do(a) seu(sua) filho(a) será tratada com padrões profissionais de sigilo e confidencialidade, atendendo à legislação brasileira, em especial, à Resolução 466/2012 do Conselho Nacional de Saúde, e utilizarão as informações somente para fins acadêmicos e científicos.

Este Termo de Consentimento encontra-se disponível em sua caixa de e-mail para consulta posterior, mas você poderá solicitar uma cópia impressa a qualquer momento junto ao pesquisador.

Para participar desta pesquisa, você deverá assinalar com um X que leu e está de acordo com cada uma das informações apresentadas neste Termo:

- Declaro que fui informado(a) dos objetivos da pesquisa “De-evilizing the L1: PBL and Translanguaging as an integrative approach to the bilingual learner” de maneira clara e detalhada, e esclareci minhas dúvidas. Sei que em qualquer momento poderei solicitar novas informações e modificar minha decisão de participar se assim o desejar, sem qualquer prejuízo acadêmico ou de tratamento.
- Declaro estar ciente de que esta pesquisa não tem qualquer ligação com o CNA Nova Iguaçu (N.P. Cursos de Idiomas LTDA.) e quaisquer considerações ou ressalvas deverão ser tratadas única e exclusivamente com o pesquisador responsável, ou com o Comitê de Ética e Pesquisa da Universidade Federal de Minas Gerais (CEP/UFMG) através dos contatos informados abaixo.
- Recebi uma via original deste Termo de Consentimento Livre e Esclarecido e me foi dada a oportunidade de ler e esclarecer minhas dúvidas.
- Li e estou de acordo.
- Autorizo a gravação da voz do(a) meu(minha) filho(a).

Nome do pesquisador responsável: Matheus das Chagas Figueiredo

Endereço: Av. Dr. Mario Guimarães

Telefone: (21) 98246-4014

E-mail: matdcf@gmail.com

Em caso de discordância ou irregularidades sob o aspecto ético desta pesquisa, você poderá consultar:

CEP/UFMG – Comitê de Ética em Pesquisa da Universidade Federal de Minas Gerais

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Unidade Administrativa II - 2º Andar - Sala: 2005
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APPENDIX C - Underage students' Informed Consent Form

TERMO DE ASSENTIMENTO LIVRE E ESCLARECIDO

Você está sendo convidado(a) a participar da pesquisa “De-evilizing the L1: PBL and Translanguaging as an integrative approach to the bilingual learner” voluntariamente. Nesta pesquisa, investigam-se as situações que levam falantes bilíngues a escolher recursos de sua língua materna para a comunicação em inglês.

Os objetivos específicos deste estudo são a) coletar e analisar alunos interagindo em sala durante atividades de resolução de problemas para compreender as situações ou fatores que determinam o processo translíngue; b) coletar e analisar a avaliação dos alunos quanto ao uso da língua materna em sala e como isto se relaciona com o seu aprendizado; c) coletar e analisar como os professores veem o uso da língua materna em sala, bem como os procedimentos utilizados para incentivar ou limitar seu uso; d) contrastar as visões dos alunos e dos professores sobre o assunto.

Este estudo se justifica pelo status adquirido pelo inglês enquanto língua facilitadora da comunicação, especialmente na era digital, levando à necessidade de aprender o idioma para se comunicar ativamente em esfera global. Entretanto, a produção em inglês de falantes bilíngues foi, durante muito tempo, avaliada sob uma perspectiva tradicionalista e com base na produção de um falante nativo monolíngue ideal. Isso pode ser explicado pelo fato da ênfase na língua enquanto sistema autônomo corresponder ao período mais longo da história dos estudos linguísticos. Sob essa ótica, a produção em inglês de falantes bilíngues apresentaria variações mais ou menos previsíveis, por se tratar de interferência da língua materna na língua-alvo. Essa concepção estigmatiza a produção bilíngue como deficiente e inadequada. Com isso, entendeu-se que é necessário limitar, ou banir, o uso da língua materna nas aulas para garantir a não interferência entre os idiomas, e desenvolver competência no inglês. Observa-se, no entanto, que o uso de recursos da língua materna é uma ferramenta natural e valiosa para o objetivo final, que é ajudar as pessoas a usar uma Segunda Língua e, portanto, banir o uso do português em sala é uma perda de tempo e recurso. Neste estudo, buscamos compreender os recursos facilitadores da aprendizagem, inclusive a língua materna, empregados pelos estudantes, e qual avaliação alunos e professores fazem desse processo natural bilíngue no aprendizado de inglês.

Sua participação se dará de duas formas: primeiramente, durante o curso Advanced Conversation Course 1 (ACC 1), pelo menos um momento em cada uma das quatro unidades será gravado em áudio. A gravação será posteriormente transcrita para análise. Segundo, ao final do semestre, você será convidado(a) a responder um questionário semiaberto através de um link via Formulário Google, no qual refletirá sobre as interações em sala de aula durante o semestre.

Com o objetivo de preservar sua imagem e resguardar sua identidade, as gravações feitas durante este estudo estarão armazenadas em conta pessoal do pesquisador, protegida por senha e autenticação em duas vias, sem acesso de terceiros. Nenhum trecho do questionário ou gravação será compartilhado ou veiculado em mídia. Além disso, para garantir o anonimato da sua participação, lhe será atribuído um pseudônimo durante a análise.

Como toda pesquisa, esta também envolve riscos. Os riscos envolvidos para a sua participação se referem a desconfortos e exposição das características da sua fala. Isto pode ocorrer pelo fato de a investigação tratar das escolhas feitas durante a comunicação. Para minimizar as chances de identificação, comprometo-me a tratar os dados de forma sigilosa e sob pseudônimo, não permitindo acesso às gravações em áudio, impossibilitando o reconhecimento da sua voz. Além disso, responder ao questionário poderá gerar cansaço. Para minimizar este risco, você pode se recusar a responder todo ou parte do mesmo.

Como benefício deste estudo, você estará contribuindo para a discussão de melhorias no processo de ensino-aprendizado de inglês para falantes bilíngues, bem como poderá refletir sobre o seu processo de aprendizagem, possibilitando o entendimento de formas de potencializá-lo.

Para participar desta pesquisa, você não receberá nenhuma vantagem financeira ou pedagógica. Apesar disso, caso sejam identificados e comprovados danos provenientes desta pesquisa, você tem assegurado direito à indenização. Além disso, você tem garantida plena liberdade de se recusar a participar, ou retirar seu consentimento em qualquer fase da pesquisa, sem a necessidade de justificativa, bastando somente comunicar sua vontade ao pesquisador. Sua participação é voluntária e, portanto, a recusa não acarretará em nenhuma forma de prejuízo acadêmico ou diferença de tratamento durante as aulas. Os resultados da pesquisa estarão à sua disposição assim que finalizada e você não será identificado(a) em nenhuma publicação que possa resultar deste estudo.

Os dados coletados ficarão arquivados com o pesquisador responsável por um período de 5 (cinco) anos após o término desta pesquisa. Após este prazo, os dados coletados serão destruídos. Sua identidade será tratada com padrões profissionais de sigilo e confidencialidade, atendendo à legislação brasileira, em especial, à Resolução 466/2012 do Conselho Nacional de Saúde, e utilizarão as informações somente para fins acadêmicos e científicos.

Este Termo de Assentimento encontra-se disponível em sua caixa de e-mail para consulta posterior, mas você poderá solicitar uma cópia impressa a qualquer momento junto ao pesquisador.

Para participar desta pesquisa, você deverá assinalar com um X que leu e está de acordo com cada uma das informações apresentadas neste Termo:

- Declaro que fui informado(a) dos objetivos da pesquisa “De-evilizing the L1: PBL and Translanguaging as an integrative approach to the bilingual learner” de maneira clara e detalhada, e esclareci minhas dúvidas. Sei que em qualquer momento poderei solicitar novas informações e modificar minha decisão de participar se assim o desejar, sem qualquer prejuízo acadêmico ou de tratamento.
- Declaro estar ciente de que esta pesquisa não tem qualquer ligação com o CNA Nova Iguaçu (N.P. Cursos de Idiomas LTDA.) e quaisquer considerações ou ressalvas deverão ser tratadas única e exclusivamente com o pesquisador responsável, ou com o Comitê de Ética e Pesquisa da Universidade Federal de Minas Gerais (CEP/UFMG) através dos contatos informados abaixo.
- Recebi uma via original deste Termo de Assentimento Livre e Esclarecido e me foi dada a oportunidade de ler e esclarecer minhas dúvidas.
- Li e estou de acordo.
- Autorizo a gravação da minha voz.

Nome do pesquisador responsável: Matheus das Chagas Figueiredo

Endereço: Av. Dr. Mario Guimarães

Telefone: (21) 98246-4014

E-mail: matdcf@gmail.com

Em caso de discordância ou irregularidades sob o aspecto ético desta pesquisa, você poderá consultar:

CEP/UFMG – Comitê de Ética em Pesquisa da Universidade Federal de Minas Gerais
Av. Presidente Antonio Carlos, 6627,
Belo Horizonte, MG
CEP 31270-901
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APPENDIX D - Students of age's Informed Consent Form

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Você está sendo convidado(a) a participar da pesquisa “De-evilizing the L1: PBL and Translanguaging as an integrative approach to the bilingual learner” voluntariamente. Nesta pesquisa, investigam-se as situações que levam falantes bilíngues a escolher recursos de sua língua materna para a comunicação em inglês.

Os objetivos específicos deste estudo são a) coletar e analisar alunos interagindo em sala durante atividades de resolução de problemas para compreender as situações ou fatores que determinam o processo translíngue; b) coletar e analisar a avaliação dos alunos quanto ao uso da língua materna em sala e como isto se relaciona com o seu aprendizado; c) coletar e analisar como os professores veem o uso da língua materna em sala, bem como os procedimentos utilizados para incentivar ou limitar seu uso; d) contrastar as visões dos alunos e dos professores sobre o assunto.

Este estudo se justifica pelo status adquirido pelo inglês enquanto língua facilitadora da comunicação, especialmente na era digital, levando à necessidade de aprender o idioma para se comunicar ativamente em esfera global. Entretanto, a produção em inglês de falantes bilíngues foi, durante muito tempo, avaliada sob uma perspectiva tradicionalista e com base na produção de um falante nativo monolíngue ideal. Isso pode ser explicado pelo fato da ênfase na língua enquanto sistema autônomo corresponder ao período mais longo da história dos estudos linguísticos. Sob essa ótica, a produção em inglês de falantes bilíngues apresentaria variações mais ou menos previsíveis, por se tratar de interferência da língua materna na língua-alvo. Essa concepção estigmatiza a produção bilíngue como deficiente e inadequada. Com isso, entendeu-se que é necessário limitar, ou banir, o uso da língua materna nas aulas para garantir a não interferência entre os idiomas, e desenvolver competência no inglês. Observa-se, no entanto, que o uso de recursos da língua materna é uma ferramenta natural e valiosa para o objetivo final, que é ajudar as pessoas a usar uma Segunda Língua e, portanto, banir o uso do português em sala é uma perda de tempo e recurso. Neste estudo, buscamos compreender os recursos facilitadores da aprendizagem, inclusive a língua materna, empregados pelos estudantes, e qual avaliação alunos e professores fazem desse processo natural bilíngue no aprendizado de inglês.

Sua participação se dará de duas formas: primeiramente, durante o curso Advanced Conversation Course 1 (ACC 1), pelo menos um momento em cada uma das quatro unidades será gravado em áudio. A gravação será posteriormente transcrita para análise. Ao final do semestre, você será convidado(a) a responder um questionário semiaberto através de um link via Formulário Google, no qual refletirá sobre as interações em sala de aula durante o semestre.

Com o objetivo de preservar sua imagem e resguardar sua identidade, as gravações feitas durante este estudo estarão armazenadas em conta pessoal do pesquisador, protegida por senha e autenticação em duas vias, sem acesso de terceiros. Nenhum trecho do questionário ou gravação será compartilhado ou veiculado em mídia. Além disso, para garantir o anonimato da sua participação, lhe será atribuído um pseudônimo durante a análise.

Como toda pesquisa, esta também envolve riscos. Os riscos envolvidos para a sua participação se referem a desconfortos e exposição das características da sua fala. Isto pode ocorrer pelo fato de a investigação tratar das escolhas feitas durante a comunicação. Para minimizar as chances de identificação, comprometo-me a tratar os dados de forma sigilosa e sob pseudônimo, não permitindo acesso às gravações em áudio, impossibilitando o reconhecimento da sua voz. Além disso, responder ao questionário poderá gerar cansaço. Para minimizar este risco, você pode se recusar a responder todo ou parte do mesmo.

Como benefício deste estudo, você estará contribuindo para a discussão de melhorias no processo de ensino-aprendizado de inglês para falantes bilíngues, bem como poderá refletir sobre o seu processo de aprendizagem, possibilitando o entendimento de formas de potencializá-lo.

Para participar desta pesquisa, você não receberá nenhuma vantagem financeira ou pedagógica. Apesar disso, caso sejam identificados e comprovados danos provenientes desta pesquisa, você tem assegurado direito à indenização. Além disso, você tem garantida plena liberdade de se recusar a participar, ou retirar seu consentimento em qualquer fase da pesquisa, sem a necessidade de justificativa, bastando somente comunicar sua vontade ao pesquisador. Sua participação é voluntária e, portanto, a recusa não acarretará em nenhuma forma de prejuízo acadêmico ou diferença de tratamento durante as aulas. Os resultados da pesquisa estarão à sua disposição assim que finalizada e você não será identificado(a) em nenhuma publicação que possa resultar deste estudo.

Os dados coletados ficarão arquivados com o pesquisador responsável por um período de 5 (cinco) anos após o término desta pesquisa. Após este prazo, os dados coletados serão destruídos. Sua identidade será tratada com padrões profissionais de sigilo e confidencialidade, atendendo à legislação brasileira, em especial, à Resolução 466/2012 do Conselho Nacional de Saúde, e utilizarão as informações somente para fins acadêmicos e científicos.

Este Termo de Consentimento encontra-se disponível em sua caixa de e-mail para consulta posterior, mas você poderá solicitar uma cópia impressa a qualquer momento junto ao pesquisador.

Para participar desta pesquisa, você deverá assinalar com um X que leu e está de acordo com cada uma das informações apresentadas neste Termo:

- Declaro que fui informado(a) dos objetivos da pesquisa “De-evilizing the L1: PBL and Translanguaging as an integrative approach to the bilingual learner” de maneira clara e detalhada, e esclareci minhas dúvidas. Sei que em qualquer momento poderei solicitar novas informações e modificar minha decisão de participar se assim o desejar, sem qualquer prejuízo acadêmico ou de tratamento.
- Declaro estar ciente de que esta pesquisa não tem qualquer ligação com o CNA Nova Iguaçu (N.P. Cursos de Idiomas LTDA.) e quaisquer considerações ou ressalvas deverão ser tratadas única e exclusivamente com o pesquisador responsável, ou com o Comitê de Ética e Pesquisa da Universidade Federal de Minas Gerais (CEP/UFMG) através dos contatos informados abaixo.
- Recebi uma via original deste Termo de Consentimento Livre e Esclarecido e me foi dada a oportunidade de ler e esclarecer minhas dúvidas.
- Li e estou de acordo.

- Autorizo a gravação da minha voz.

Nome do pesquisador responsável: Matheus das Chagas Figueiredo
 Endereço: Av. Dr. Mario Guimarães
 Telefone: (21) 98246-4014
 E-mail: matdcf@gmail.com

Em caso de discordância ou irregularidades sob o aspecto ético desta pesquisa, você poderá consultar:

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APPENDIX E - Teachers' Informed Consent Form

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Você está sendo convidado(a) a participar da pesquisa “De-evilizing the L1: PBL and Translanguaging as an integrative approach to the bilingual learner” voluntariamente. Nesta pesquisa, investigam-se as situações que levam falantes bilíngues a escolher recursos de sua língua materna para a comunicação em inglês.

Os objetivos específicos deste estudo são a) coletar e analisar alunos interagindo em sala durante atividades de resolução de problemas para compreender as situações ou fatores que determinam o processo translíngue; b) coletar e analisar a avaliação dos alunos quanto ao uso da língua materna em sala e como isto se relaciona com o seu aprendizado; c) coletar e analisar como os professores veem o uso da língua materna em sala, bem como os procedimentos utilizados para incentivar ou limitar seu uso; d) contrastar as visões dos alunos e dos professores sobre o assunto.

Este estudo se justifica pelo status adquirido pelo inglês enquanto língua facilitadora da comunicação, especialmente na era digital, levando à necessidade de aprender o idioma para se comunicar ativamente em esfera global. Entretanto, a produção em inglês de falantes bilíngues foi, durante muito tempo, avaliada sob uma perspectiva tradicionalista e com base na produção de um falante nativo monolíngue ideal. Isso pode ser explicado pelo fato da ênfase na língua enquanto sistema autônomo corresponder ao período mais longo da história dos estudos linguísticos. Sob essa ótica, a produção em inglês de falantes bilíngues apresentaria variações mais ou menos previsíveis, por se tratar de interferência da língua materna na língua-alvo. Essa concepção estigmatiza a produção bilíngue como deficiente e inadequada. Com isso, entendeu-se que é necessário limitar, ou banir, o uso da língua materna nas aulas para garantir a não interferência entre os idiomas, e desenvolver competência no inglês. Observa-se, no entanto, que o uso de recursos da língua materna é uma ferramenta natural e valiosa para o objetivo final, que é ajudar as pessoas a usar uma Segunda Língua e, portanto, banir o uso do português em sala é uma perda de tempo e recurso. Neste estudo, buscamos compreender os recursos facilitadores da aprendizagem, inclusive a língua materna, empregados pelos estudantes, e qual avaliação alunos e professores fazem desse processo natural bilíngue no aprendizado de inglês.

Sua participação se dará através de um questionário semiaberto via Formulário Google, no qual você será convidado(a) a refletir sobre o uso do português durante as aulas.

Com o objetivo de preservar sua imagem e resguardar sua identidade, o questionário não coleta e-mails. Dessa forma, não há registro do respondente para as respostas no relatório final gerado pela plataforma.

Como toda pesquisa, esta também envolve riscos. Os riscos envolvidos para a sua participação se referem ao cansaço causado pela extensão do questionário. Para minimizar estes, você pode se recusar a responder todo ou parte do mesmo.

Como benefício deste estudo, você estará contribuindo para a discussão de melhorias no processo de ensino-aprendizado para falantes bilíngues, bem como poderá refletir sobre a sua prática pedagógica enquanto professor(a).

Para participar desta pesquisa, você não receberá nenhuma vantagem financeira. Apesar disso, caso sejam identificados e comprovados danos provenientes desta pesquisa, você tem assegurado direito à indenização. Além disso, você tem garantida plena liberdade de se recusar a participar, sem a necessidade de justificativa. Sua participação é voluntária e anônima, e, portanto, a recusa não acarretará em nenhuma forma de prejuízo institucional. Entretanto, uma vez respondido o questionário, não será possível retirar suas respostas, pois essas serão anonimizadas pela plataforma. Os resultados da pesquisa estarão à sua disposição assim que finalizada e você não será identificado(a) em nenhuma publicação que possa resultar deste estudo.

Os dados coletados ficarão arquivados com o pesquisador responsável por um período de 5 (cinco) anos após o término desta pesquisa. Após este prazo, os dados coletados serão destruídos. Sua identidade será tratada com padrões profissionais de sigilo e confidencialidade, atendendo à legislação brasileira, em especial, à Resolução 466/2012 do Conselho Nacional de Saúde, e utilizarão as informações somente para fins acadêmicos e científicos.

Este Termo de Consentimento encontra-se disponível em sua caixa de e-mail para consulta posterior, mas você poderá solicitar nova cópia impressa a qualquer momento junto ao pesquisador.

Para participar desta pesquisa, você deverá assinalar com um X que leu e está de acordo com cada uma das informações apresentadas neste Termo:

- Declaro que fui informado(a) dos objetivos da pesquisa “De-evilizing the L1: PBL and Translanguaging as an integrative approach to the bilingual learner” de maneira clara e detalhada, e esclareci minhas dúvidas. Sei que em qualquer momento poderei solicitar novas informações, e que, uma vez respondido o questionário, minhas respostas serão anonimizadas, não sendo possível modificar minha decisão de participar.
- Declaro estar ciente de que esta pesquisa não tem qualquer ligação com o CNA Nova Iguaçu (N.P. Cursos de Idiomas LTDA.) e quaisquer considerações ou ressalvas deverão ser tratadas única e exclusivamente com o pesquisador responsável, ou com o Comitê de Ética e Pesquisa da Universidade Federal de Minas Gerais (CEP/UFMG) através dos contatos informados abaixo.
- Recebi uma via original deste Termo de Consentimento Livre e Esclarecido e me foi dada a oportunidade de ler e esclarecer minhas dúvidas.
- Li e estou de acordo.

Nome do pesquisador responsável: Matheus das Chagas Figueiredo

Endereço: Av. Dr. Mario Guimarães

Telefone: (21) 98246-4014

E-mail: matdcf@gmail.com

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APPENDIX F - Students' questionnaire

O uso do português nas aulas

Este questionário é parte integrante da pesquisa "De-evilizing the L1: PBL and Translanguaging as an integrative approach to the bilingual learner".

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* Indicates required question

Assinale a frequência adequada para a ocorrência das situações descritas *

	nunca	dificilmente	às vezes	frequentemente	o tempo todo
Eu uso português nas aulas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meus colegas de sala usam português nas aulas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meus professores usam português nas aulas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assinale a sua percepção quanto ao uso do português nas aulas:

	Negativa	Indiferente	Positiva
Por você	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Por seus colegas de sala	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Por seus professores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Por quais motivos você usa o português nas aulas?

Your answer

Por quais motivos seus colegas de sala usam o português nas aulas?

Your answer

Por quais motivos seus professores usam o português nas aulas?

Your answer

Quais são os benefícios de se usar o português nas aulas?

Your answer

Quais são os malefícios de se usar o português nas aulas?

Your answer

Em que situação(ões) você acha adequado usar o português nas aulas? Por quê?

Your answer

Em que situação(ões) você acha inadequado usar o português nas aulas? Por quê?

Your answer

Submit

Page 1 of 1

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APPENDIX G - Teachers' questionnaire

O uso do português nas aulas

Este questionário é parte integrante da pesquisa "De-evilizing the L1: PBL and Translanguaging as an integrative approach to the bilingual learner".

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O uso do português nas aulas

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Sobre sua formação e atuação

Eu cursei:

Letras

Outros

Eu me formei há (considere sua formação mais antiga):

Até 2 anos

Entre 3 e 5 anos

Mais de 5 anos

Eu atualmente leciono inglês:

Na Educação Básica

No Ensino Técnico

No Ensino Superior

Em cursos livres

Em instituições públicas

Em instituições privadas

Other: _____

Eu leciono inglês há (considere o tempo total desde o início)

Até 2 anos

Entre 3 e 5 anos

Mais de 5 anos

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Page 2 of 3
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O uso do português nas aulas

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Sobre sua opinião quanto ao uso do Português durante as aulas

Qual é a sua opinião acerca do uso do português pelos alunos durante as aulas?

Your answer

Qual é a sua opinião acerca do uso do português pelos professores durante as aulas?

Your answer

Na sua opinião, em qual(is) situação(ões) o português pode ser usado nas aulas?

Your answer

Na sua opinião, em qual(is) situação(ões) o português deve ser evitado nas aulas?

Your answer

Explique como você gerencia o uso do português durante as aulas.

Your answer

Na sua opinião, quais benefícios o uso do português pode trazer para o aprendizado da língua-alvo?

Your answer

Na sua opinião, quais malefícios o uso do português pode trazer para o aprendizado da língua-alvo?

Your answer

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APPENDIX H - Class recording transcription: Activity 1

Group 1

File name:	G1A01a
Group	1

Activity:	01
Participants :	Gael (GA), Natan (NA), Alice (AL) and Teacher (T)

Line	Speaker	Utterance
01	NA	[reading from paper] You are psychologists who specialized in anxiety [inaudible]. You
02		are preparing to presentation seminar [*] /ən'tɪlɪd/?
03	AR	Entitled.
04	NA	Entitled?
05	AR	Entitled.
06	NA	[reading] entitled top ten things to feel better when you are [?]. Discuss what things you
07		will [.] mention in the seminar and their benefits. [.] oh.
08	GA	Ô te [*], <i>teacher!</i> Like, we're going to invent what are the benefits of [?] talking, or [*]
09	T	Is it what it asks you to do?
10	GA	É, asking things that, that, like, mention seminar and the benefits.
11	T	OK.
12	GA	Ah so. [*]
13	T	Oh. You decide together. [addressing the whole class] FIVE MINUTES! GO!
14	GA	So we need to-need to say ten things about like, about like, ã, benefits from depre[*] é,
15		Depress-Depression and anxiety, right?
16	NA	Yes. Hmm
17	GA	É...
18	NA	I think's, I-I think is good, é... take a, take a shower, take a co-cold shower you know?
19	GA	Ah, yeah, no bu-bu-but it's different [?] [*]
20	AL	É... I-I think that the [.] the word [?] <i>Respirar?</i>
21	NA	É, breathe.
22	AL	Breathe. I think the, the people [?] [*]
23	GA	Ta-ta-take a long bath, yeah?
24	AL	Anxious, yes. [.] and [.]
25	GA	Yeah it's good too.
26	AL	And... how do you say... <i>contar até dez?</i>
27	GA and NA	Count until ten. [*]
28	T	Count until ten.
29	AL	Count until ten? Ok. And... do... [?] with [.] people [?]
30	GA	Do, ã, do... things that you like to feel good with people.
31	AL	YEAH.
32	NA	It's good to, search a, a professional in that situation, like a psychologist.
33	GA	Ah yeah. No, but, but we are the professional, right?

34	NA	We are?
35	GA	Yeah, because we need to present a seminar.
36	NA	<i>Caraca! Esqueci!</i>
37	GA	[laugh] we are the professional.
38	NA	So [*] <i>search me</i> . [laugh] talk to me because I, I, I know.
39	GA	So, like, [?], like, to exercise [?], or try to exercise just a little, a minute, an hour, or [?]
40		apartment that [?] maybe that can relax too.
41	NA	Distract your mind.
42	GA	Yeah. [?]
43	NA	[?]
44	GA	Like, how, how many did we said?
45	NA	Four? Four, four. [?]
46	GA	[?]
47	AL	Four? No. Ah, yes. <i>Pensei que era que [*] tinham [*]</i>
48	GA	<i>Não</i> , we nec [*] we needa talk more about, like, depression, cause we only talk [?]
49	NA	Yes.
50	GA	[?] Depressions.
51	AL	How do you say <i>fazer terapia</i> ?
52	GA	Do, do the therapy.
53	AL	Therapy?
54	T	Have therapy
55	GA	Yeah, with us.
56	T	No, with your sister.
57	GA	No, but WE are psychologists.
58	T	[?] so?
59	AL	But [*] we [*] ahm the, the psychology, ahm... [*] <i>esqueci a palavra em português,</i>
60		<i>aquilo que as pessoas fazem que elas falam prum monte de gente. [*] TEACHER, QUAL</i>
61		<i>É O NOME?</i>
62	GA	Gossip?
63	AL	<i>DAQUELE NEGÓCIO? [*] QUE AS PESSOAS FAZEM PRA UM MONTE DE GENTE?</i>
64	GA	Gossip?
65	T	<i>Maldade.</i>
66	AL	[laugh] <i>Não</i> , [*]
67	NA	No, I think, I think [*]
68	AL	<i>tipo assim, que vocês tão num palco e falando [*] prum monte de gente.</i>
69	T	<i>Palestra.</i>
70	AL	<i>Palestra!</i>
71	T	Speech. No, talk, TALK!

72	GA	Isn't speech is more like, Martin Luther King speech?
73	T	Yeah. Talk.
74	AL	Talk. [*] <i>Peça psicólogas pra fazer uma palestra. Ela pode</i> [?].
75	GA	Yeah, but, yeah.
76	AL	A gente pode falar que [?] [*]
77	NA	It's a seminar.
78	GA	Yeah, a seminar, not is a, is a, a talk, like we need to present ten benefits [*]
79	AL	<i>Ai, fiquei cansada!</i>
80	T	No, is it bene[*]
81	NA	Ten, <i>é</i> , ten things that makes you feel better [?]
82	T	[?] depression.
83	NA	<i>É...</i> talk, talk to your [*] friends and, and [?] when, <i>é</i> , but [*]
84	GA	Or, or ask them, like [*]
85	NA	But, if you, if you [*] if you have a, a good, a good, <i>é</i> , relation with your [?], because
86		there's a lot, a lot people who don't have that's relation [*]
87	GA	And make everything's worse.
88	NA	Yes.
89	GA	Yeah, that [*] yeah, good [?]
90	NA	Like, the, <i>é</i> , there's parents who, Ah, that it's, it's, it's... <i>frescu</i> [*], how can I say
91		<i>frescura</i> in English?
92	GA	<i>Teacher!</i>
93	NA	How can I say <i>frescura</i> ? [*]
94	AR	[overheard the question and made a joke] <i>freshura</i> [giggle]. <i>Freshura</i> . [laugh] [*]
95	T	/s/ [*] silly?
96	NA	Silly?
97	GA	Yeah, can be silly.
98	NA	Depends who say that silly, it's fi[*]
99	T	Time's up!

File name:	G1A01b
Group:	1
Activity:	01
Participants:	Armando (AR), Vitor (VI) and Jamily (JA)

Line	Speaker	Utterance
01	VI	HA-HA-HA
02	AR	What is it, what is it? Tell.

03	VI	[reading] You are depressed because of a loss of a beloved pet who has been with, IN your
04		family for nineteen years. Talk to your friends about the best ten free [*]
05	AR	Hum [*]
06	VI	Ten free things? To do together to scare depression away.
07	AR	Ah...
08	VI	Ah, I think, I think a good one is see Marley and I.
09	AR	Yeah.
10	VI	It's a good movie.
11	AR	There is this movie about the sev [*] the seven lives of a dog.
12	VI	Yeah, yeah. And, and another good movie, uh, <i>Beethoven</i> [/bet'oveɪn/]
13	AR	<i>Beethoven</i> [/bet'oveɪn/]. Oh, we, uh, we have already started, like [*] one minute ago [giggle]
14	VI	No-no-no, ah [*] I don't know, uh... thin[*] uh... [.] I will [*] meet some guys to... uh, hang
15		out go to a park <i>go to shopping</i> .
16	AR	But what happened, the dog died? Or something [*]
17	VI	The dog died.
18	AR	Oh... OK. The thing that I did was just [*] [laugh] he's died, so... I don't have a dog
19		anymore.
20	VI	Ok, then [*] uh, open League of Legends and let's play.
21	AR	Yeah, let's play CS go [giggle]. Like, I still <i>remember of my dog</i> but I don't [*] care at all,
22		like, much.
23	JA	Oh my God!
24	AR	I just [*] keep this picture here, cause it's [*]
25	JA	He's so cute. [*]
26	AR	Ah, he died, so, he isn't cute anymore, right.
27	VI	[?]
28	AR	No, but I don't, I don't, I, like, I mean, I'm not so [?], but I have other pets.
29	VI	<i>ONE, one good thing, one good thing</i> to, to, é [*] to pass, this thing, é, adopt, adopt another,
30		another pet.
31	AR	Yeah, but [*]
32	JA	But I think you need time. Like, not [*]
33	AR	Yeah, I wouldn't like the idea of [*], I mean, someone die and replacing this person, like,
34		Yeah-hey [celebrating]!
35	JA	It's not something [?]. Yeah, you need, like, a time to think, and [*]
36	VI	This [?]
37	AR	Something that <i>work with me</i> was just passing more time with my other pets, so [*]
38	VI	É, if you HAVE other pets.
39	JA	But if you don't have...
40	AR	É... if you don't have. [?]

41	VI	É, if you don't have. [*] OK, uh... [*]
42	JA	I don't know, maybe go out with friends, talk to another person [*]
43	VI	YEAH, yeah, and, make some new friends [*]
44	JA	Like, express... what you're feeling.
45	VI	Starting new friendships [?]
46	AR	The first thing that I made was just throwing all [*] everything that <i>was of him</i> in the trash, I
47		mean [.] it's like, é, his food plate, his [.] [?], everything.
48	VI	If you adopt another pet you can [*] reuse [*]
49	AR	Yeah, but it was already on... ah, ih!... <i>I was going to give</i> anyway.
50	VI	[?] he doesn't care.
51	AR	[?] yeah, some things I throw at the trash and other things I give to my aunt, but [*]
52	VI	Yeah.
53	AR	[?]
54	VI	Already said is good to go to a party.
55	AR	Yeah, you just... try to forget or glass [*]
56	VI	Go to a [*]
57	AR	What do you think [*]
58	VI	A concert, go to a concert.
59	AR	Yeah.
60	VI	You /k/ é, travel.
61	AR	Watch lots of movies, watch Duna, great movie.
62	JA	I don't like.
63	VI	You what?
64	VI	Out!
65	AR	Out!
66	JA	[giggle]
67	AR	I'm going to see the second today probably, I wish, but, I don't know, I, but I, yeah, that's it,
68		at all? I suppose.
69	VI	Ten-ten free things, FREE things.
70	JA	I think we're not [*]
71	AR	Yeah, free things, throw everything out, relax and [.] get another pet.
72	VI	Read a book? Read a book?
73	AR	Read a book.
74	JA	Have a conversation.
75	AR	Have a conversation with someone.
76	VI	Yes, start, start a new friendship [?]
77	AR	Yeah.
78	VI	Ah, spend the whole time on TikTok.

79	AR	Get a work? [giggle]
80	JA	Take your time to [?]
81	VI	What?
82	JA	Take your time to think, to think and...[?]
83	AR	Yeah, taking your time.
84	VI	Yeah, yeah.
85	JA	Just that.
86	AR	Or [?] when you lose someone is about... forgetting... yeah. [.]
87	VI	More things...
88	AR	More things? [.] Get a different kind of pet, if your dog dies, you buy a parrot, if your parrot
89		dies, you buy a bunny, the bunny err, is, is ... [.]
90	VI	Don` t buy a turtle!
91	AR	Don` t buy a turtle.
92	VI	Because they don` t die.
93	AR	Turtles die, don` t die.
94	VI	They don` t die.
95	AR	They last for a hundred years [.] and if you turn some kind of species they just give up [.] die.
96	VI	Ah [.] another thing?
97	AR	Watch Duna. One and two. Probably the tree, read the books [*]
98	VI	Yeah, read the books. \tilde{A} [*]
99	AR	See the old movies.
100	JA	<i>You have read the books?</i>
101	AR	Not yet.
102	VI	The, the collection of Duna is, very, very, uh [*]
103	AR	An expensive [?]
104	VI	Expensive.
105	AR	It` s like [*] The box with, uh, three books is five hundred, six hundred <i>Reais</i> [f'e' ai/].
106	VI	Three books, <i>the normal, normal</i> [*]
107	AR	I haven` t [*]
108	VI	I forget the name [*]
109	AR	The collection? The whole collection?
110	VI	Yeah.
111	JA	The box?
112	VI	Yeah, the normal box is three, three books for five hundred, but if you can the, if buy the
113		small collection is six books with, uh [*]
114	AR	There is, like, those that aren` t <i>a lot of expensive</i> , like, is the first collection.
115	VI	Yeah.
116	AR	Yeah.

117	JA	I just have [?]
118	VI	<i>Are six, six books.</i>
119	JA	And I just watch because of the [*] é [*]
120	AR	It's like [...] the book Duna, messages of Duna and sounds of Duna. [*]
121	JA	[?] Do you know?
122	VI	Ah, ok
123	JA	Just because of him [giggle]
124	VI	The movie! [?]
125	AR	That is the second one.
126	VI	[?] adapted the first book
127	AR	Yeah, and now there's the second one [...] <i>Para a gravação.</i> [...]
128	T	[Addressing the whole group] Time's up!

File name:	G1A01c
Group:	1
Activity:	01
Participants :	Bianca (BI), Flávia (FL), Larissa (LA) and the Teacher (T)

Line	Speaker	Utterance
01	LA	<i>Ai, eu queria abrir o livro.</i>
02	FL	No, you read.
03	BI	[reading] you have just won <i>five grands</i> to help your friend who is depressed because of the
04		end of a long-term relationship [...] go [giggle] go online and reshare what three things to do to
05		help him <i>ou</i> her get over it. You need to be <i>included</i> in everything and all the money needs to
06		be spent [...]
07	FL	[reading] You have just won [*]
08	BI	We have FIVE dollars. <i>REAIS</i> [rɛ'ais].
09	FL	To help?
10	LA	Depressed [...] cause [?]
11	BI	Three things?
12	LA	Three things? I don't know.
13	BI	With five? [...]
14	LA	<i>Ã. Is to [*] buy a things to help to uh,</i>
15	BI	To é [*] [...] be okay with the relationship.
16	LA	[laugh]

17	FL	Ah... I don't know. [.] What do you think?
18	BI	OKAY.
19	LA	With... five [.]
20	BI	We can... uh?
21	LA	We can buy a candy!
22	BI	Candy! Like, that Fini that is small that is like one, one, <i>um real</i> , one nine nine. <i>One that</i> , and
23		we can buy <i>a ice cream</i> .
24	FL	Yes [*]
25	BI	And [*]
26	FL	With five dollars?
27	BI	THREE, <i>IS THREE!</i> Ice cream like that on that, MC Donald's.
28	LA	Ah, Okay.
29	BI	that [stutter] /s/ [*]
30	LA	the Sundae or the [?] [*]
31	BI	<i>Não</i> [*] <i>Não</i> , the <i>casquinha!</i>
32	FL	<i>Ah tá.</i> [.]
33	BI	And, ok, we have four [*] five [giggle] Small FINI!
34	LA	the ice cream [*]
35	BI	Small, mhm.
36	FL	We just have two dollars.
37	BI	Two, and the Fini is one nine nine, the small.
38	FL	Depends the, the, oh, okay, the small.
39	BI	Now we have two, and after this we can go home and watch a movie eat these things.
40	FL	Yes, <i>is good</i> .
41	BI	So, she can relaxed and forgot [giggle]
42	FL	<i>Have a party with one ice cream</i> and one [giggle] Fini, MINI Fini [giggle] nothing is better.
43	LA	Yeah.
44	BI	And now, now she can [.] be okay and see another boy.
45	LA	[giggle]
46	BI	On Tinder [.] [to the teacher] if we finish <i>we can stop?</i>
47	T	No.
48	FL	No? Okay.
49	BI	Okay [.]
50	LA	[giggle]
51	FL	Like, you, you invented?
52	T	That's okay.
53	BI	FIVE? <i>Reais</i> [rɛ'ajʃ]?
54	T	Mhm.

55	BI	Three things? [.] Five <i>Reais</i> [/'re' aɪʃ/?
56	LA	We just bought two things.
57	BI	No, but we [.] it's the movie.
58	LA	Ah, okay.
59	T	Like, if you go to the shopping mall, you pay for the bus ticket.
60	BI	<i>Ã-ã</i> , we go [*] on, by, on [*]
61	FL	On the bike.
62	T	[?] the shopping mall.
63	BI	Mhm.
64	T	[?]
65	FL	<i>Ã</i> ... I understand now [giggle] [.]
66	BI	We just won [.] She's depressed.
67	FL	Oh [giggle].
68	BI	We got FINI and a <i>ice cream</i> .
69	FL	<i>Is better to</i> [.] bought a [.] dolls. [.] I think five dollars don't pay [*]
70	BI	The therapy.
71	LA	No.
72	BI	<i>Ã-ã</i> .
73	FL	Just one is [.] Hi! Bye!
74	BI	Hello! Bye-bye! [.]
75	LA	[giggle] [.]
76	BI	<i>AI!</i> [dropping the cell phone used for recording]
77	LA	You broke it.
78	BI	<i>Ô Teacher!</i> It's here. [.] the cell [*], <i>ah tá</i> .
79	T	What?
80	BI	it's YOUR cell phone? [giggle] ah, <i>it's your?</i>
81	T	[?] [.]
82	BI	Movie?
83	T	Back to the future.
84	BI	<i>Never saw</i> .
85	T	GREAT movie.
86	BI	<i>Ã-hã</i> .
87	T	It's from the 1980s.
88	BI	Mhm. [.]
89	LA	[giggle] we finished early.
90	FL	<i>Is because we're</i> so smart and [*] And we think, like [finger snap] too fast. [.] We have [?] [.]
91	T	Time's up!

APPENDIX I - Class recording transcription: Activity 2

Group 1

File name:	G1A02a
Group	1
Activity:	02
Participants :	Armando (AR), Natan (NA), Larissa (LA) and Teacher (T)

Line	Speaker	Utterance
01	AR	You guys start. I don't know if you guys have the same picture or [*] [.]
02	NA	Don't know.
03	LA	Can you start? [giggle] [.]
04	NA	É... I don't know how can I explain that.
05	AR	What's happening [*] in the picture [inaudible]?
06	NA	I can, I can, I can say what's happen in the picture? Hum... [*] There's a [*] wha, what's the,
07		the [*] what's happening in the picture the [?].
08	T	But describe what, what happened.
09	NA	I don't remember that, <i>teacher</i> . It's a, the, AH OK. The woman, é a-a-a, a white man ask for
10		the, that woman to, é, si-si-si-sit u, sit up? <i>Levantar?</i>
11	AR	É, stand up.
12	NA	Stand up. Stand up in the, in a, vehicle-vehic [*]?
13	LA	I think is the same [*]
14	AR	You guys get the same one, you guys [*]
15	LA	Ah ok.
16	AR	Tell me what, what is happening.
17	NA	É, ask for a black woman to stand up [*]
18	AR	OH, I know, I know, in a bus [*]
19	LA	In a bus [*]
20	NA	Yeah.
21	LA	Yeah.
22	AR	A bus, I don't know the name.
23	LA	The black woman [*]
24	NA	And that, and that woman [*]
25	AR	Yeah, I know, and she say she [?] [*]

26	NA	Doesn't [*]
27	AR	And people go to the streets and protest it but I don't know the goddamn [?] name [*]
28	NA	She was, she was, she was how can I say <i>presa</i> ?
29	T	Arrested.
30	AR	ARRESTED, right.
31	NA	She was arrested [?]
32	AR	I know, I remember this, we studied this, like, last year.
33	NA	I saw [*]
34	AR	I don't remember the name.
35	NA	I saw that <i>in the CNA</i> .
36	AR	Yeah, [?] We saw this with Malclom X and [*]
37	NA	Yes, Malcolm X, Martin Luther King [*] It's like a [*]
38	AR	This is like the Apartheid thing, right?
39	NA	Yes [.] but, but [*] I, I don't see that [?], that movie on [?] last year no.
40	AR	Me too, me neither [.] I don't [*]
41	NA	[?] the name of the of the movie, you see, <i>you-you saw</i> ?
42	LA	[giggle]
43	AR	So, we have a problem. [.]
44	NA	<i>É.</i>
45	AR	So, if you know how to explain you can help me.
46	NA	The important you know.
47	AR	Yeah, I know what happened, but I don't know the name.
48	NA	You know what, what is, what is the right movement?
49	AR	Yeah.
50	LA	I see this case and [.] last year but I don't remember when.
51	AR	What was about, right?
52	LA	Yeah.
53	NA	That, doe[*] doesn't have the name of the movement, in the [*]
54	LA	The name is [*]
55	NA	No, yes [*]
56	AR	NO NO, last year.
57	NA	Last year.
58	LA	Ah, ok.
59	AR	In the book but we didn't have, like, [?], so [*] [.]
60	NA	<i>Teacher</i> , we have a problem, because [*]
61	LA	[giggle]
62	NA	He [.] know [.] but [*]
63	AR	I don't know the name.

64	NA	He don't know the name of the movement [.] so [*] [.]
65	T	Do you remember [*] [.]
66	LA, AR	[giggle]
67	T	Did you guess the other ones?
68	AR	No, we didn't say anything at all.
69	T	Why, so go!
70	AR	So go? Ok. So [.] There's a lot, lots of vehicles stopped in the road [.] they are, like, outside
71		the vehicles [.] like, trucks, you know? And everyone is outside the trucks é, complaining
72		about, é, the price of the gas. [.]
73	NA	<i>That movement is in Brazil?</i>
74	AR	Yeah.
75	NA	Ah. <i>Greve dos caminhoneiros. Is [.] greve dos caminhoneiros?</i>
76	AR	Yes, yes, yes, yes.
77	NA	But in Portuguese?
78	AR	In English.
79	NA	In English? <i>Meu Deus!</i>
80	LA	[giggle]
81	NA	É [.]
82	LA	[giggle] ah, I don't know the name.
83	AR	Ok, é, so, i-it's almost the same name [*] it isn't hard at all [*] you can guess it.
84	NA	That [*]
85	LA	I don't like this [?]
86	NA	Tru-truckers? <i>Caminhone</i> [*] <i>caminhoneiros</i> is <i>truckers</i> ? <i>Truckers</i> ? Is the same, the fir [*]
87	AR	Yeah, the truck, but [*] [.]
88	NA	Ã?
89	LA	[giggle]
90	AR	Who drives it?
91	NA	É...
92	AR	Truck...? [.] You're missing two words. [.] You got the first one.
93	LA	[giggle]
94	AR	I don't the name of <i>greve</i> in English. Is it <i>greve</i> ? Is [i/ɪ/] <i>greve</i> in English? [.]
95	AR	Wait [.] Yeah, but it's the last word, you are missing the middle one.
96	T	Is, is it the correct movement?
97	AR	YEAH! [.] It's the truck drivers' strike.
98	NA	Truck drivers?
99	AR	Strike is the [?] [*]
100	T	Tell him about yours.
101	AR	What's the name of it?

102	NA	Can you, can you say, because you, you can't [*]
103	AR	AH, Montgomery... [*] Montgomery bus boycott, yeah.
104	LA	Bus boycott.
105	T	There you go.
106	NA	<i>Teacher</i> , I-I-I don't, I, I don't know, <i>não</i> , I don't[*], <i>eu não sabia</i> , I don't knew.
107	T	I didn't know.
108	NA	I didn't know she, she's, she have the same.
109	AR	Yeah.
110	NA	I, I, I, I told [*] all the things [*]
111	LA	All the things in the picture [giggle]
112	T	[giggle] <i>Ok, fazer o quê?</i>
113	NA	<i>Aí eu fiquei com pena.</i>
114	T	<i>Tendi.</i>
115	AR	So we can [?]
116	T	No, that's ok, you can [*]

File name:	G1A02b
Group	1
Activity:	02
Participants :	Flávia (FL), Jamily (JA) and teacher (T)

Line	Speaker	Utterance
01	FL	Ok, so my, my movement is a [?]. <i>É...</i> [...] I can't, I don't know if I can say it, but it's a... [...]
02		black people [?] to... to... to... get, like, <i>é...</i> equally rights.
03	JA	It's the, <i>é</i> [?]
04	FL	Kind of. Maybe. The [*]
05	JA	It's the black lives the matter.
06	FL	Yes, yes, it is.
07	JA	<i>Is, is</i> this ONE?!
08	FL	YES!
09	JA	It's THE NAME?!
10	FL	YES!
11	JA	Oh.
12	FL	You, you got it right. [...]

13	JA	Ah [...] <i>é</i> ... my movement is a man, like, thinking of a street and <i>have cars</i> , but the cars want
14		to stop, but it's not cars, this [*] trucks.
15	FL	Trucks?
16	JA	Yes.
17	FL	<i>AI, I DON'T KNOW THE NAME.</i> I don't know the name.
18	JA	They want to stop, they don't want to continue working.
19	FL	I know in Portuguese, but not in English. [...] You know how to SAY it.
20	JA	[giggle] Maybe ask to teacher?
21	FL	<i>TEACHER! Teacher!</i> [...] <i>Teacher!</i> [...] How can I say <i>greve</i> in English?
22	T	Strike.
23	FL	It's a strike?
24	JA	What?
25	FL	Stike?
26	JA	Yes, but you have a little word.
27	FL	Work?
28	JA	[...] Repeat what are you saying.
29	FL	Strike.
30	JA	<i>Strike. But of what?</i>
31	FL	Of [*]
32	JA	It's a <i>strike of</i> ...?
33	FL	Workers?
34	JA	Hmh, it's wor [*] workers [*] who work on...?
35	FL	Hmh, TRUCKS?
36	JA	YES!
37	FL	Ah, <i>é</i> truck, truck strike?
38	JA	YES!
39	FL	Ah, ok, ok. [giggle]
40	JA	It's truck drivers' strike. [*]
41	FL	Drivers' strike. Ah, <i>ai ó</i> .
42	JA	Was ok.
43	FL	[reading] <i>Gre, greve! Sem caminhão.</i> (/gre, 'grɛvɛi 'seĩ kamĩɲ, ẽw /). [*]
44	JA	[jokingly imitating] <i>SEM CAMINHÃO!</i> (/ 'seĩ kamĩɲ, ẽw /) [laugh]
45	FL	<i>Caminhão</i> (/kãmĩɲ 'ẽw/) [newly added nasalization in this utterance]. It's the <i>é</i> English
46		accent.
47	JA	<i>Teacher!</i> We finish. [*] Finish.
48	T	Finished?
49	JA	<i>Can click?</i>
50	T	Hu?

51	FL	Click!
52	T	Ok, sure.

Group 2

File name:	G2A02a
Group	2
Activity:	02
Participants :	Vivian (VI), Teacher (T), Eva (EV)

Line	Speaker	Utterance
01	VI	So, in my picture there's a woman and, and a bus and, I don't if I can tell the story behind it,
02		but, this woman got arrested, they're, like [...] both, two pictures, and in the first one [?]. CAN
03		I describe the story?
04	T	Sure.
05	VI	There was this story where [?] can't [?] the bus, you know what I'm talking about? And
06		there's a woman and she got arrested because she didn't [?].
07	EV	The resistant of [?]?
08	VI	Yeah, yeah.
09	EV	It's a kind of [?] this, this, this, <i>history</i> with other people [...] about resistant?
10	VI	Yes, but there's another picture.
11	EV	How can I say? About woman in the work? [...] Feminism?
12	VI	No, it's a, it's a kind of [*] No [gasp] I don't know, I described [?]. There was a bus! There is
13		a bus in the picture, and a woman, and she got arrested, because of something that happened
14		in the picture.
15	EV	I know what the story [*]
16	VI	You know the story? [giggle]
17	EV	The story you're talking about, but I don't know the name, the specific name. But I know the
18		story.
19	VI	[giggle]
20	EV	I forgot the name. [...]
21	VI	This is SO difficult! And it's so specific, the name you have to say, and remember. But I
22		don't, I don't have [?] to say anymore, because there's only what's here.
23	EV	Let me see. I thin[*]
24	VI	Already?
25	T	Yes, yes, i-it's OK.

26	EV	Mister! She, she has already described all the picture, but I [*]
27	VI	She knows what I'm talking about [*]
28	EV	Yeah.
29	VI	But she doesn't know the name.
30	T	So, what, what movement was it?
31	EV	Ahm [...] Against racism? [...]
32	T	<i>Ā-hā.</i>
33	EV	And feminism, with the woman. [...] No?
34	T	Hmh, not really.
35	EV	Because the story it's at the bus, and the bus with the woman, but I don't know the right
36		name [*]
37	T	You stu[*], you, you studied this!
38	EV	Yeah, but I don't know the name, the exact name.
39	T	OK. [...] Show her.
40	VI	[shows paper to EV]
41	EV	Ah...! [...] I would NEVER, EVER, EVER [...]
42	VI	Me neither, it's ok. [laugh]
43	EV	Let me see.
44	VI	But it's correct, right? The roman, the woman who refused to stand up.
45	EV	Stand up. And she was black, a black person.
46	VI	Yeah. [...]
47	T	Now go.
48	EV	Can I start?
49	T	Yeah. Go.
50	EV	So... the movement is about equality actually, and this movement is so, uhm [...] it's so
51		relevant nowadays because it's between couples, so woman and woman, man and man
52		couples, between [...], and they fight for this love that other people don't consider correct in
53		our lives.
54	VI	LGBTQ [*]
55	EV	Yeah.
56	VI	Movement?
57	EV	YEAH! It's easier.
58	VI	It was, it was easier, it was. This one, we talked about it, but the name, I would never
59		remember the name of this so [*]
60	EV	I reminded the story, but I don't remind the name.
61	VI	Yeah, when I saw, I remembered the story too, but I didn't remember the name, but I know
62		[*]
63	EV	Yeah, exactly name.

64	VI	The, the, story of the bus and stand up and all that, but I wouldn't remember the name too, so.
65		It's ok. [.]

File name:	G2A02b
Group	2
Activity:	02
Participants :	Gisele (GI), Bruna (BR), Teacher (T)

G

Line	Speaker	Utterance
01	GI	OK, so, the best way to describe my picture is by telling you that it is obviously a social
02		movement related to racial prejudice, like, <i>ã</i> , skin tone. So, this people, <i>ã</i> , it' a very famous
03		movement where people, <i>ã</i> , state their, the, the prejudice and all the hate they suffer just
04		because of the color of the skin.
05	BR	It's black matters live? [giggle]
06	GI	Yes, [?] [giggle] Ok, your turn.
07	BR	So [*]
08	GI	You're so good at this!
09	BR	My movement [giggle] is so famous too. <i>Have places</i> don't like that, <i>have so many problems</i>
10		<i>for this</i> , is about probably love and <i>have a mont in the year</i> for remember this movement
11		about different forms of love.
12	GI	It is about LGBTQ person?
13	BR	Yes [laugh]. Yes
14	GI	OK. [?] We're really good at this.
15	BR	We're VERY GOOD! [giggle] [.] Yes. [.]
16	T	[?] I'll pause.

File name:	G2A02c
Group	2
Activity:	02
Participants :	Mariana (MA), Teacher (T), Fantine (FA)

Line	Speaker	Utterance
01	MA	Mister, mister, mister, <i>é</i> , what do you say [*]
02	T	Sign, sign [.]
03	MA	<i>Cartaz?</i>

04	T	Sign.
05	MA	Sign? Sign?
06	FA	Talk, You can [*] [.]
07	MA	[?] Ah, in my picture I can see é [.] a lot of people in group and street, in the street, né, of
08		city. The people use [.] talking about microphone. The people use [*]
09	FA	Signs?
10	MA	Signs! [.] The people, é... [.] different, different [*]
11	FA	Clothes?
12	MA	People [*]. What?
13	FA	Clothes?
14	MA	Ã?
15	FA	Continue.
16	MA	É, different peoples, é [.] together, different colors [.]
17	FA	Ahm [*]
18	MA	Different colors [*]
19	FA	It's for... [.] <i>iguallity</i> ? It's a social movement for <i>iguallity</i> ? Ã, against racism?
20	MA	Ã... [.] Movement [*]
21	FA	It's, it's a social movement against racism? [.] <i>Racismo</i> ? <i>Como eu posso</i> [*]
22	MA	The same.
23	FA	It's the same?
24	MA	The same.
25	T	You're gonna have the, the [*]
26	MA	<i>Fala pra ele, então.</i>
27	FA	It's a movement against racism?
28	T	Yes.
29	MA	Yes?
30	T	Yes.
31	MA	<i>Posso?</i> [i.e. show FA the picture she has]
32	T	Yes, yes, it's OK.
33	MA	É, black lives matter.
34	FA	Ah, Ã, Ok.
35	MA	Ah, Oh! Football. [laugh]
36	FA	[laugh] ã... [.] in my picture there's a lot of people on the streets, they are showing a sign,
37		with some information, and there, in the street, are a lot of trucks that, ahm, blocking the cars.
38	MA	Repeat, please.
39	FA	There, in the street, are a lot of trucks blocking the cars. Like, they, they, they are [*] [.]
40	MA	<i>The peoples?</i> Together? In the street? [*]
41	FA	Yes.

42	MA	Or cars?
43	FA	The, in the street are peo[*], are people and trucks.
44	MA	Trucks?
45	FA	Yes, <i>do you know what is truck? A truck?</i>
46	MA	Yes. AH...!
47	FA	Yes, yes, there is a lot of trucks in the street, and this people that are doing this social
48		movement have trucks.
49	MA	Hav[*]
50	FA	All of them. [...] They are fighting because something, <i>ã</i> [*]
51	MA	The movement about [...] <i>ã</i> [...] fo[*], <i>é</i> ... [...] better [...] <i>ai</i> , I don't know in English. [...] the
52		movement against [...]
53	FA	The, the high price of gasoline?
54	MA	Yes? No? [...]
55	FA	I don't know, I don't remember. [...] But it's something similar.
56	MA	Something similar?
57	T	Have you finished?
58	FA	Yes.
59	T	OK. [addressing the whole group] Alright, thank you, everybody, I'll collect the, the [*]
60	FA	[Revealing her picture] Truck drivers' strike.
61	MA	<i>Ah, greve.</i> [...] <i>Ah, o negócio do diesel.</i> [giggle]
62	FA	<i>É, se</i> [...] <i>Achei que tivesse sido por alguma coisa assim</i> [?]
63	MA	<i>Foi a revoluç[*], foi naquela greve dos caminhoneiros.</i> [...]
64	FA	<i>Ã-hã.</i> [returning the picture]
65	T	No, you can keep it.

File name:	G2A02d
Group	2
Activity:	02
Participants :	Antônio (AN), Luana (LU), Noah (NO), Teacher (T)

Line	Speaker	Utterance
01	AN	Ok. [...]
02	LU	<i>É</i> , who start? Who-who will start?
03	NO	You can start.
04	LU	OK
05	NO	OK-ok-ok-ok.
06	LU	Oh, you want to? Rock, paper, scissor. [LU and NO settle it with the game] Go.

07	NO	Ah, ok. My picture talks about a [...] how can I say that? [...] There is a woman in the bus.
08	AN	Mhm.
09	LU	Ok.
10	NO	A black woman.
11	LU, AN	Ah, ok.
12	NO	In a bus [...] with a white man beside her.
13	LU, AN	<i>Ā-hã.</i>
14	NO	And [*]
15	LU	Can we, can we guess [?]?
16	AN	Can we guess [?]
17	LU	Can we say [*]
18	AN	It's Rosa Parks, but [*]
19	LU	Rosa Parks, yeah. Is it her?
20	AN	<i>The name of the event I don't know, [?] Rosa Parks.</i>
21	NO	Yeah, that is. Rosa Parks.
22	LU	Is it? Ok. So, I'll, hum, start. [...] <i>ã...</i> so. [...] Yikes, uhm, my picture is a social protest as well,
23		and it, it started in 2021 or 2020, I guess, I don't, I don't quite remember, but it was like,
24		ahm, a-a-a black social movement that blacks thought [*]
25	AN	Oh, BLM? [*]
26	LU	The whole world [*]
27	AN	I guess it's BLM. BLM.
28	LU	Yes, yes, it is. [?]
29	AN	Hum [...] My movement [?] happen in Brazil specifically. And it was like, ahm, something that
30		some workers need to, need to [...] ah [tongue smack], it's so specific, I don't know how to say
31		that.
32	NO	Do you know when it happened?
33	AN	No, I don't know, that's the point. [*]
34	LU	It's like a [...] [*]
35	NO	Even if the, the, the, the [...] period? [*]
36	LU	Known movement? [*]
37	AN	I-I think is [?] period, I don't know.
38	LU	Uh, a long time ago?
39	AN	No, it's not [*]
40	LU	It's recent? [*]
41	AN	It's recent. It's something about, about cars, you know?, trucks.[?] trucks?
42	NO	Oh, OK, the, the, stop traffic of trucks [?]
43	AN	Yes, [?]
44	NO	Do you remember it?

45	LU	I GUESS it happened, like, in [tongue smack] [*]
46	AN	Is it [*]
47	LU	Ahm, during [.] <i>Dilma's</i> /'dʒɪwma/, ah, government [*].
48	AN	[?]
49	NO	Maybe 18?
50	AN	It's something that [*]
51	LU	Temer? /'temə/ <i>Temer?</i> /'tɛmɛR/ [*]
52	AN	YES! I gue[*]
53	LU	<i>Temer?</i> /'tɛmɛR/ I just think it was [*]
54	NO	I don't remember [*]
55	AN	It's something that works when someone [?] the, the rights.
56	NO	Mhm.
57	LU	Like, what?
58	AN	<i>Is</i> when someone disrespects workers' rights. [.] And they <i>organizate</i> something.
59	LU	Mister, how do you say <i>greve</i> in English?
60	T	Strike [*]
61	LU	Ok, strike. I just remembered. Who is, uhm, truck drivers' strike? [*]
62	AN	Yeah, exactly. [*]
63	LU	It was, like, uh, it was a problem, like, it was a general problem, they [*]
64	NO	It [.] literally stopped [?] Brazil.
65	LU	<i>It STOPPED everything!</i> It was crazy! It was [?]. I liked that.
66	AN	[?] [*]
67	LU	It's a good one. [.]
68	NO	Mister, can we stop?
69	T	All of you finished?
70	NO	Yeah.
71	T	Oh, leave it. [.]
72	NO	I thought we got the same picture. [.]
73	LU	Oh, really?! I guess [*] [.] <i>Deixa eu ver o seu.</i> [.]
74	AN	[jokingly] <i>Greve! Greve!</i>
75	LU	[jokingly] <i>GREVE!</i>
76	NO	<i>Greve dos caminhões.</i>
77	LU	Truck drivers' strike! Yes, I just said it! [.] Yeah!
78	AN	It's so specific, so I don't know how to say [.] exactly.
79	LU	I remember there, wasn't, wasn't there a something, but, like, a Simpson's predicted this
80		truck, this [.] uhm, truck drivers' strike in an episode?
81	NO	I don't remember.
82	LU	I-I don't remember.

83	LU	I-I guess there was an episode which, like, uh, like predicted, you know, [?] in Brazil.
84	AN	[giggle]
85	LU	<i>Já previram tudo, né?</i>
86	AN	[laugh]
87	LU	[?]
88	AN	<i>Não tem casa no Brasil, não tem casa. [.]</i>
89	T	[Addressing the whole group] Have you finished?
90	?	[a student in another group responded] Yes.
91	T	Ok. [.] Alright. Thank you, everybody, I'll collect the devices now.

APPENDIX J - Class recording transcription: Activity 3

Group 1

File name:	G1A03a
Group	1
Activity:	03
Participants :	Armando (AR), Flávia (FL), Natan (NA), Teacher (T)

Line	Speaker	Utterance
01	AR	So, what about [*] just [*] minimally [*] just got the [?]
02	FL	Yeah [*] don't know how to think about her.
03	AR	[?] and I work at a enterprise [*]
04	FL	Yeah [*]
05	AR	Just [*] because where I work I [?] [*]
06	FL	What do you think? [.]
07	NA	I don't know.
08	FL	We have to[*], we are group A.
09	NA	Letter A?
10	FL	Yes.
11	NA	Ok.
12	AR	We're like, we don't care about knowing information [?] those things. [.]
13	NA	What, what is minutae things?
14	AR	Little things.
15	NA	What?
16	AR	It's little things.
17	NA	Little things?
18	AR	Minutae is like, little things. [?] [.]

19	FL	You don't [*]
20	T	Interested in this topic?
21	NA	Interested.
22	T	Aren't you IN TERES TED in the task?
23	AR	They don't care [?]
24	FL	É, WE don't care [.] in this group.
25	AR	Yes, so [*]
26	NA	Ah, so, we are that, that kind of people?
27	FL	Yeah [*]
28	AR	Yeah [*]
29	NA	That just [*]
30	FL	Have to... to write arguments, like [*]
31	AR	Yeah.
32	FL	To defend [*] this.
33	NA	Hum... now understand. [.]
34	AR	We should always defend something we don't believe. [.]
35	FL	So...? [.] I don't know, I think I'll [?] you said, <i>what you said?</i>
36	AR	I don't remember. [.] About just working and [.] just bringing the home the bacon. [.]
37	FL	Oh. Just home no?
38	AR	Just bringing [.] that's a great car. [.] <i>Is electric?</i> [.]
39	FL	I forgot what you said. [.]
40	AR	Just bringing home the bacon. Bringing home [.] the bacon. [.]
41	FL	I alw[*]
42	AR	[Sarcastic laugh] Na-Ha. [.]
43	FL	I don't know how to, to, to, like, to... construct a, argument [?].
44	AR	The... [*] [.]
45	T	<i>Flamengo</i> /fla'mẽgu/ <i>lost?</i> When?
46	AR	I wanna know too. [*]
47	T	Today?
48	AR	[laughs] For, like, two, three months ago.
49	T	Didn't know. <i>They lost?</i>
50	AR	Yeah. [.]
51	NA	Ã?!
52	AR	Three months ago. [laugh] I want to see they losing tomorrow.
53	T	Are you watching? The match.
54	AR	I don't know. Probably not.
55	T	Yes, because [?].
56	NA	But last [?] won.

57	T	Yeah, because next one you'll lose.
58	NA	Tomorrow?
59	T	<i>Pronto.</i> [.]
60	AR	<i>Pronto.</i>
61	T	<i>Pronto.</i>
62	AR	[laugh] [*] It's a hard to believe, but, if you say.
63	NA	Tomorrow's <i>Palmeiras</i> /pau'mejra/ [.]
64	AR	<i>Abel</i> /a'bɛu/.
65	NA	[?]
66	AR	<i>É.</i> Must be hard. [.] We have just one. [.]
67	T	Yes, keep thinking, because you need more arguments.
68	FL	Oh, we just HAVE money.
69	AR	We just HAVE money.
70	FL	Just... [.] need... [.] to... [?]
71	AR	<i>Ã.</i> [.]
72	NA	The only thing in mind.
73	AR	Yeah. I would say [.] transparency is bad for the business. <i>Tipo</i> [.]
74	FL	I don't know how to WRITE! <i>What do you said?</i>
75	NA	We, we only thinking ha[?] [*]
76	AR	Think [?]. [.]
77	FL	And you?
78	AR	<i>Ã,</i> transparency is bad for the business.
79	NA	We can, we can say, like, be [?]. [.]
80	AR	[laugh] Yeah.
81	NA	Just the impossible [?] [*]
82	AR	Oh, have you saw the <i>Soweto</i> /sou'etu/ show yesterday?
83	NA	<i>Ã?</i>
84	AR	<i>Soweto</i> /sou'etu/. With <i>Belo</i> , <i>Belo</i> /'bɛlu/ singing.
85	NA	[?]
86	AR	Yesterday!
87	NA	Yesterday?
88	AR	Yeah, in <i>São Paulo</i> /sãũ 'pawlu/, <i>dia da</i> [?].
89	NA	[?]
90	AR	Don't you? Oh, it was so funny. He was crying, it was, like, ten o'clock and <i>he with</i>
91		<i>sunglasses</i> and [laugh] the show.
92	NA	<i>Soweto</i> /sou'etu/ very[*], is very old.
93	AR	Yeah.
94	T	What?

95	AR	<i>Soweto</i> /sou'etu/. [.]
96	T	What?
97	AR	<i>Belo</i> /'belu/ singing yesterday. [.] The show. [.]
98	T	<i>Ué?!</i>
99	AR	<i>Pronto.</i> [laugh]
100	T	[addressing the whole class] Twenty-three seconds.
101	FL	I think we put we have high expectations?
102	AR	Yeah. [.]
103	NA	[?] <i>can be.</i> [.]
104	FL	One more. [.]
105	NA	Just the [?] [.] INterest?
106	AR	Interests me.
107	T	Interested.
108	NA	Interested.
109	AR	Hum. [.] [laughs]
110	T	[addressing the whole class] What day is today?
111	FL	Twenty.
112	AR	Twenty.
113	FL	Twenty. [*] <i>Is twenty?</i> [.]
114	NA	<i>Teacher, cê acredita que o, que o motorista do ônibus ficou parado num, uns dez minutos</i>
115		<i>num ponto</i> [*]
116	T	<i>Acredito. Pra quê que cê ia mentir sobre isso? Num tinha por quê, né.</i>

File name:	G1A03b
Group	1
Activity:	03
Participants :	Jamily (JA), Vitor (VI), Larissa (LA), Teacher (T) and Natan (NA) [in another group]

Line	Speaker	Utterance
01	All	[laugh]
02	JA	<i>Ã...</i> [.]
03	VI	[?] social change [?]
04	JA	I think [*] you need to speak a little bit louder.
05	VI	OK. As I can see [.] the Right to Know and Transparency movements can [?] social change to
06		our country [.] cause ah... [.] create [.] [?] the RIGHT to know [*]
07	JA	[giggle]

08	VI	About what is happening in the government, the companies [...] <i>é...</i> [...] we can [...] ah [...] agree
09		or not disa[*], disagree with the, the [*] [?] things they do.
10	JA	Yes. <i>Ã</i> , I think, <i>ã</i> [?] because when the people starting to know where is, <i>where are the</i>
11		<i>moneys go</i> and-and [...] this things in the government they will start to disagree and this maybe
12		can, <i>ã</i> [...] how can I say <i>gerar</i> ? Start a-a fight, you know, revolution and this will bring us [...]
13		n-not good things.
14	LA	I don't have any idea [?] talking to. [...] [?]
15	All	[laugh]
16	JA	<i>Ã</i> , just that? [...]
17	VI	Yeah, maybe [*]
18	JA	Agree?
19	all	[laugh]
20	LA	[?] say that. [*]
21	VI	[laugh] [*] I believe.
22	JA	We don't have too much [?] to say. [...]
23	LA	[?]
24	T	Because you believe it?
25	All	[?]
26	JA	We SAID!, we-e [*]
27	VI	We said, we said.
28	T	ONE ARGUMENT ONLY?!
29	VI	No. [*]
30	JA	No. Two.
31	T	Ah...!
32	JA	Ah...!
33	T	So how about five hundred more?
34	JA	Huh. [*] No. It's [...]
35	VI	[?]
36	T	[?]
37	VI	Probably can make [?] more engaged [?] [*]
38	JA	Like, [?] traits?
39	VI	You can <i>fiscalize</i> [?] or what the [...] [?] and make your [...] and keep your opinion about it.
40	JA	And this will, ah, like, start a fight, a resolution, it's all about this. [...]
41	LA	I think it's because <i>there have a lot of peoples to...</i> how do you say [?] <i>prestar atenção</i> ?
42	JA	Pay attention?
43	LA	Pay attention [?]
44	VI	Yes, we have, we have <i>some peoples</i> who are very interested in this kind of [...] <i>ã</i> ... [...] like, [...]
45		<i>ã</i> ... [...] <i>ã</i> ... students in the university or [...] <i>ã</i> ... [...] teachers [...] some teacher of, <i>ã</i> ... [...] [?] [...]

46	JA	Seems to be because of a dog.
47	LA	Ah! [.] Oh [?]
48	JA	Ah. [.] <i>She is older?</i> The [?] [.] I know.
49	LA & JA	[laugh]
50	VI	<i>É</i> , very strange.
51	NA	[interacting with another group] so [?] very, very old.
52	LA	[giggle] [.]
53	VI	[laugh] a new, a new album is coming. [giggle] [.]
54	T	[addressing the whole class] twen...ty-three seconds.
55	JA	<i>We need to write?</i>
56	VI	Yeah.
57	T	Yeah, you SHOULD.
58	JA	<i>Ah, sim.</i>
59	T	[addressing a late comer] Hi there.
60	JA & LA	[giggle] [.]
61	T	[addressing one of the students who was staring] <i>Tô cagado?</i>

Group 2

File name:	G2A03a
Group	2
Activity:	03
Participants :	Luana (LU), Teacher (T), Mariana (MA), Mônica (MO)

Line	Speaker	Utterance
01	LU	I can't, I don't know how to be <i>Bolsonaro</i> /bowso'naro! [giggle]
02	T	Remember to take notes, OK?
03	LU	<i>I did the L.</i>
04	MO	Yeah.
05	LU	<i>I did the L!</i>
06	MA	What?
07	MO	I'm very cold.
08	MA	[giggle] So...
09	LU	How can, how can we be <i>Bolsonaro</i> /bowso'naro/? [tongue smack] oh, let's think about it.
10	MO	Think like a dumb!
11	T	[addressing the whole group] Everybody, ONE argument or MANY arguments for a debate?
12	LU	[?] What?

13	T	In a debate, do you have one argument or many arguments?
14	LU	Ah. Many. It's a debate.
15	T	Many, right?
16	LU	Many arguments and chairs. [This recording happened some days after the Datena-Marçal
17		situation at the debate in the run for municipal elections]
18	T	[laugh]
19	LU	Yeah...!
20	T	Ok, everybody, five minutes? Take notes.
21	LU	Could you [.] put back to the [.] [*]
22	T	Sure. [?]
23	LU	Thank you. [.]
24	MO	[?]
25	LU	Ah, shut up. [.] [reading from the board] <i>Ã</i> , Right to Know and Transpar[*] [.]
26	MO	It's something, like, uhm [.] I just have nothing in my mind, girls.
27	T	It's not a secret, OK? You can discuss.
28	LU	Uh, just, let me think, people who woke up and I can think of like the glorious work, very
29		hard work, so they won't have time to [*] i-i-i-i-it won't [*] [sigh]
30	MO	How can I [*] explain this?
31	LU	It's hard! [*]
32	MO	How can I say this? Yeah.
33	LU	They don't, they don't have, uh [.] they won't [.] they won't feel the-the-the real impact of
34		transparency because people sometimes, people knowing what's going on [.] uhm, behind the
35		scenes will not [*]
36	MO	[sigh]
37	LU	Will [*] the-the-they won't think of anything they can change in their lives with kind of
38		knowledge. You know? [giggling] wow! [*]
39	MO	It's so difficult!
40	LU	How can I say [*]? [.] This knowledge won't bring, uhm, any real changes in their lives
41		because the work won't stop.
42	MO	It's kinda, like, I'm so busy for this.
43	LU	What?
44	MO	This is kinda, like, I'm so busy for this.
45	LU	L-l-l-like, kinda that. [.] their life won't change because of that, they got no change because
46		of that.
47	MO	It's like, oh, let's fire [.] and nobody cares. [giggle] [.]
48	LU	Oh, it's, uhm [tongue smack]
49	MO	Wow, this's very difficult.
50	MA	Yes.

51	LU	Ho-Why? Yeah. <i>Gente, olha, meu pai amado isso, viu?!</i> [*]
52	MO	UHUM.
53	LU	<i>Da gente não saber o que falar.</i>
54	T	Try to think like a <i>Bolsonaro</i> /boso'naro/.
55	LU	AH, TRY!
56	MO	OH, REALLY?! [?] <i>Bolsominon</i> /bowso'miniõũ/.
57	MA	Very hard for me.
58	LU	[Sarcastic tone] Trust me, I am.
59	T	<i>Mariana</i> /mari'ana/, y-y-y-you work in law. You should know!
60	LU	[giggly] <i>Mariana</i> /mari'ana/, <i>socorro</i> , <i>Mariana</i> /mari'ana!/ [.] How do we think like a
61		<i>Bolsominion</i> /bowso'miniõũ/?
62	MA	É... [.] the people, é... [.] the people who work hard, the people work hard, I don't [.] I don't
63		[?] with [*] [.] <i>cara, eu não tô conseguindo</i> [*]
64	MO	They think this, this, [?] don't change [?] life.
65	LU	Li-li-like, [?] this kind of [*] [door opening] <i>n'é possível! Impossível!</i> [A friend of LU's
66		arrived late and she reacted to that fact. LU's subsequent utterances in Portuguese are related
67		to this event]
68	MA	<i>Essas questões de mimimi hoje em dia. [?] que são questões assim, é, tipo, é, os termos que</i>
69		<i>as pessoas usam</i> [*]
70	LU	<i>Expulsa! Pode expulsar.</i> [giggle] <i>põe ele aqui, por favor, põe ele aqui!</i> [this utterance
71		happened simultaneous to MA's. For convenience, it was not broken into parts]
72	MO	<i>Sim, são bem, inclusive</i> [*] the inclusion, the <i>cota</i> .
73	MA	Yes, <i>a gente pode falar sobre isso.</i>
74	MO	Yeah, <i>Mariana</i> /mari'ana/ have one point.
75	LU	A great point.
76	MA	É, <i>Bolsonarista não gosta de, de</i> [*]
77	MO	<i>De gay, de cota, de religião</i> [*]
78	MA	<i>A questão deles</i> [*] <i>de que cota</i> [*] <i>entendeu?</i> [*]
79	LU	How can we relate this to Right to Know and Transparency movements? Concerning [*]
80	MA	[?] [*]
81	LU	Common institutions [*] What?
82	MA	[?] [*]
83	LU	I guess, so, like, ahn, <i>Bolsonaristas</i> , they are very radicals, they're very extreme. Ahm [*]
84	MO	Yeah.
85	LU	So, anything related to, to [.] [*]
86	MA	<i>Mas nós temos que ser, tá, não pode falar</i> [*]

87	LU	Social progress, like, social progress, they are often against it. So, we can think something
88		about that, 'cause we can lead this Right to know and transparency movements to something
89		[*]
90	MA	People who work, people who work, people who work hard [*]
91	LU	[Reciting while taking note] People are working [.] too [.] much. Just think. [.] [?]
92	MA	They don't [*]
93	LU	Think [.] about [.] how [.]
94	MA	They don't <i>preoccupied</i> .
95	LU	You know, we can say, like those <i>informations</i> are too complicated for [*]
96	T	It's not a secret, you can talk.
97	LU	[whispering jokingly] ok, thank you [?] [normal volume] we can say that they are working
98		too hard to understand this kind of information, [*] these kind of information is too, they are
99		too, uhm, complicated to be [.] understood. You know?
100	MO	Yeah.
101	LU	[low volume] <i>Gente, eu vou escrev</i> [*] [normal volume] <i>ah, vou escrever tudo em Português!</i>
102	MA	<i>Escreve que é melhor.</i>
103	LU	<i>Botar TUDO em português!</i>
104	MO	[giggle]
105	LU	[?]
106	MO	[giggling] <i>tem que pensar como Bolsonaroista.</i>
107	MA	<i>Bota no</i> [?]
108	LU	[?] [.]
109	MA	[whispering] <i>Ah, olha só</i> [?]
110	MO	Oh, ok, but the, the cell phones. [The cell phones used to record the activity]
111	MA	<i>Tá gravando?</i>
112	MO, LU	Yeah.
113	MA	<i>Ih...!</i>
114	MO	It's recording.
115	LU	[whispering] Hi, Matheus.
116	T	What? [inquiring about students' dodgy behavior]
117	MO	Sorry. [giggle]
118	MA	<i>A gente pode falar português?</i> [*]
119	T	<i>Claro.</i> If you have to.
120	MA	<i>Pra poder</i> [*]
121	LU	We can be natural?
122	T	Yes, you have to be natural. [*]
123	LU	[whispering loudly in a joking way] HI, MATHEUS!
124	T	This is part of the class.

125	MA	Natural? <i>Ã, é, assim, é, a gente tem que criar um argumento, né, pra fortalecer que, por</i>
126		<i>exemplo, a gente tem que dizer que, a gente tem que ir contra essa situação de cotas racial,</i>
127		<i>de, porque, é, tipo, pessoas que trabalham demais não precisa de cota, pessoas que</i>
128		<i>trabalham demais não precisam [*]</i>
129	LU	[finger snapping] like, like, we can make it [.] raw. <i>A gente pode, tipo, deixar isso meio cru,</i>
130		<i>sabe?[*]</i>
131	MA	<i>E quem estuda demais não precisa se preocupar com cota [*]</i>
132	LU	<i>Não precisa se preocupar [*]</i>
133	T	[addressing the whole group] Everybody, seven minutes have passed. How many arguments?
134	MO	AH...! [screaming in a squeaky voice]
135	LU	Zero. Literally. Zero.
136	T	ZERO arguments?
137	LU	[giggling] Like [.] half one. [.] half one.
138	MO	I WANNA KILL MYSELF.
139	MA	<i>É sobre isso.</i>
140	T	[Addressing the other group] How, how many arguments have you collected?
141	[?]	[A student in the other group responded]
142	T	Two? [.] How long do you think you need for TWO more arguments?
143	MO	<i>More seven?</i>
144	LU	Fi[*] <i>more seven minutes?</i>
145	T	SEVEN EXTRA MINUTES?
146	MO	Yeah.
147	T	Let's make it FIVE, then?
148	MO	<i>Ã... ok.</i>
149	T	Five extra? Five extra minutes, then. Speed it up!
150	MO	<i>Gente, deixa eu ligar pro meu pai, que meu pai é bolsominion!</i>
151	LU	[Giggling] <i>pede umas dicas.</i>
152	MA	<i>Então. Então, vâmo lá [*]</i>
153	LU	<i>Pede umas dicas aí [*]</i>
154	MA	<i>Vâmo botar pra inglês. Pessoas que, que trava[*], quem estuda muito, né, dé[*]</i>
155	MO	<i>O negócio é tipo assim, se você estudar, você não precisa disso. Entende? Tipo, ai, se você</i>
156		<i>trabalhar demais você não precisa disso.</i>
157	LU	If you do what you need to do, then you don't need to know that because you will, like, be
158		paid for that.
159	MO	[phone ringing in the background] [whispering] <i>quê isso?</i> [giggle] two? [.]
160	LU	[giggle] I-I-I-I'm becoming a <i>bolsominion</i> .
161	MO	[giggling] Yeah.
162	LU	I feel it.

163	MO	I feel it.
164	LU	I'll be transformed.
165	MO	Yeah.
166	LU	<i>Ai, gente, [?] no meu corpo. U! [?]</i>
167	MO	[laughing] <i>Bora!</i>
168	LU	<i>Ai, gente, calma aí. [.]</i>
169	MA	People, people [*]
170	LU	<i>Tipo, as pessoas que trabalham demais [*]</i>
171	MA	É, people who work hard [*]
172	LU	<i>Sabe que podem confiar num sistema que final de todo mês, é [*]</i>
173	MO	<i>Liberam o dinheiro [*]</i>
174	LU	<i>Pagam seus salários.</i>
175	MO	É...
176	LU	<i>Tá. Ah, people working too much, uhm, for stop and understand those kind of informations,</i>
177		<i>honest workers do not have time for those things, because they're focused on the labor and</i>
178		<i>know that they can rely on the system that at the end of every month pay their salaries.</i>
179	MO	<i>Legal! Great! I'm a bolsominion!</i>
180	MA	<i>Ih...! [laughing]</i>
181	MO	<i>I'm a bolsominion!</i>
182	LU	<i>Essa aí tava lá, tava gritando imbrochável.</i>
183	MA	<i>Deixa eu ver. Cadê, tu tirou? [referring to the paper used for note taking]</i>
184	LU	<i>Eu tava lá, tá? Eu era ele. Oi? [.] Eu sou a própria Jojô Todynho, gente! [LU refers to Jojô</i>
185		<i>Maronttinni]</i>
186	T	[Gasp in awe] NO...!
187	MO	[laughing]
188	LU	<i>Traí meu próprio movimento.</i>
189	T	Hell no!
190	MO	[laughing]
191	T	Two minutes fifteen, girls!
192	LU	<i>Eu fui [gasp] ai, minha lapiseira caiu, tanto faz. [.] Eu fui a professora dela, tá?</i>
193	MO	<i>Estudamos juntas na faculdade.</i>
194	LU	<i>Ã, gente, tá, now we gotta think of [*]</i>
195	MO	<i>Os bolsominions eles usam muito isso de mente fechada, então a gente tem que fechar a</i>
196		<i>nossa mente.</i>
197	LU	No, but, we got our first argument here, now we gotta think about the [*] [.] how can we say
198		<i>contra-argumento in English? Count-counter [*]</i>
199	T	Counter-argument.
200	LU	Oh, this? I was right. Counterargument now, so [*]

201	MO	<i>A gente tem que ir contra os argumentos deles? É isso? [.]</i>
202	LU	Our own argument.
203	MO	<i>Contra os nossos?</i>
204	LU	Yeah. Cause it's a debate, so you gotta know how to react and [*] <i>Ah, gente, é um debate! Só</i>
205		<i>não vale cadeirada. [.] é... [*]</i>
206	MO	[Whispering faking a fighting intonation] <i>VOCÊ! VOCÊ!</i> [pointing at LU]
207	LU	<i>Tira o dedo da minha cara!</i>
208	MO	<i>Não!</i>
209	T	One minute fifty.
210	LU	<i>Você é um padre de festa junina.</i> [a reference to Father Kelmon] [.]
211	MO	<i>Gente, as pessoas têm mais o que fazer, né? [.]</i>
212	MA	<i>'Presta aqui, empresta o teu aqui que eu vou</i> [*] [.] [?].
213	MO	<i>Ai, gente. Deixa eu ligar pro meu pai, ele é bolsominion.</i> [.] <i>Ele é bolsominion, ele não</i> [?] [*]
214	LU	Call! Call your father, now, please. I need help. [.]
215	MA	<i>Abastecer?</i>
216	MO	<i>Cara, deixa eu lembrar uma frase que meu pai sempre fala.</i> [*]
217	LU	Fulfill? No. Provide? [?] [.] Provide, Ok.
218	MO	<i>Cara, meu pai não acredita nesse negócio de inclusão.</i> [*]
219	LU	<i>Seu pai é bolsominion, óbvio que ele não acredita em negócio de inclusão.</i> [*]
220	MO	<i>Não, eu tava passando mal e a gente foi pro, pro hospital e pararam a rua porque teve uma</i>
221		<i>passeata de [?]. ele ficou puto, ele ficou puto de ter fechado a rua.</i> [*]
222	LU	<i>Ele queria era participar.</i> [*]
223	MO	[?] <i>tipo assim, olha, o governo deixa isso, mas quando é pra uma coisa do bem</i> [*]
224	LU	<i>Coisa do bem</i> [*]
225	MO	[?]
226	LU	<i>As pessoas tão lutando pelo seu direito de amar. Claramente isso é coisa do capeta.</i>
227	MO	<i>SIM!</i>
228	LU	[giggling mockingly] <i>claramente é Satanás que tá ali.</i>
229	MO	<i>Se eu pudesse eu taria lá muito! VAMO!</i>
230	LU	<i>VAMO! Respeita [.] a história [.] do movimento [.] LGBT!</i>
231	MO	<i>A mãe dos LGBT</i> [?]
232	T	[alarm ringing in the background] [Addressing the whole group] TIME'S UP! STOP!
233	LU	NO!
234	MO	AAAAAAAAAAAAAH!
235	LU	You won.
236	T	I-I'll stop the recording, OK?
237	LU	Group B, you won the, the [*]
238	MO	I don't want [*]

File name:	G2A03b
Group	2
Activity:	03
Participants :	Teacher (T), Filipa (FI), Fantine (FA), Gisele (GI), Maitê (MT), Antônio (AN)

Line	Speaker	Utterance
01	FI	We have to think about [?] this one.
02	FA	Yes. [.]
03	T	[addressing the whole group] Everybody, ONE argument or MANY arguments for a debate?
04		[.] In a debate, do you have one argument or many arguments?
05	FI	Many.
06	T	Ok, everybody, five minutes? Take notes. [.]
07	FI	[reading] The right to know [?]. [?] [laugh] [.]
08	FA	Hmh... [*] we can say, like, if we [.] [*]
09	T	It's not a secret, Ok? You can discuss. [.]
10	FA	Like, <i>ã</i> , when you have the transparency, you can [?] doing to the [?] doing like, a bad thing
11		for the environment, or put some, some, something [?] bad for us, we can try to teach [*]
12	FI	Yeah, I think it's a good one.
13	FA	Yeah.
14	FI	Like, how can we organize it? And we have to think of two things that [.] kind of opposite, or
15		[*] And I don't see [?], because it's like [*] [giggle]. [.] Can you repeat [?]?
16	FA	Like, [?] something, when you know what is happening, you can change it, like, if it was, if it
17		is something that [.] [?].
18	FI	With the Right to Know and Transparency movement you can know what is happening [*]
19	GI	[?]
20	FA	[?]
21	VI	[?]
22	FA	Like [.] Mister, how do we say <i>ignorante</i> in English?
23	T	<i>Matheus</i> /ma'teʊʃ/ [*] <i>é</i> ... ignorant.[.] oh, wait, like [?] rude person?
24	FA	No.
25	T	Stupid.
26	FA	No.
27	T	So what?
28	FA	Like someone who don't know what is happening.

29	T	Don't know what is happening...?
30	FA	Yes.
31	T	Stupid?
32	FA	No. [giggle]
33	T	Unaware, maybe? [.]
34	FA	Yeah, maybe. [.]
35	FI	So, I think we can say the Right to Know and Transparency Movement you can know what is
36		happening [?] and maybe change [?]. [.]
37	MT	So, now we have to think about two things [*]
38	All	[giggle]
39	MT	[?] for [.]
40	FI	That's the problem. I don't see [?]
41	FA	It's, it's a good thing. Like, we don't see a bad thing to [.] to [.]
42	FI	To? [giggling] [?]
43	T	[Talking to AN, who arrived late] ask them what they're doing.
44	AN	What you doing?
45	FI	We are group B and we have this [?] and we have to defend this point. [*]
46	AN	OK.
47	FI	And the other group [?] and we have to think about an argument and two another ones that
48		contradict the main one.
49	AN	OK. We have a debate, a discussion, right?
50	FI	Yes.
51	AN	Where's your points? Or the arguments that you believe?
52	FI	[reading] The Right to Know and Transparency Movement are bringing about positive social
53		change, and we are group B, so believe that. The one we write here, wrote here, is that with
54		the Right to Know and Transparency movement you can know what is happening in a
55		company and can't be controlled by it.
56	AN	That's true, [?] true.
57	FI	And we have to think about other two.
58	AN	AH! [giggling]
59	FI	[?]
60	AN	Yeah, yeah. [.]
61	FI	I don't know what is [*]
62	T	It's not a secret, OK? You can discuss.
63	FA	The, the company [.] like, we try to change it, like, say [?] we don't like [?]
64	FI	Yeah, That's a good one. [.]
65	FA	We can't have [*]

66	FI	Like, we have the Transparency and the Right to Know, but like, even with, even if we know
67		what is happening and can't be controlled by it, if we say something to the company, they
68		might not change it, so it's not [.] [*]
69	FA	Yeah, we really don't have the power to change it [?] say what is happening, like [.] [?]. But,
70		with the company [?] don't [?] change it [?] products and make a better impact on them. [.]
71	FI	Yeah, but I don't know if this [?]
72	FA	[showing the notes on paper] No, don't [?] this one. But this one.
73	FI	<i>And we can write it?</i>
74	FA	No.
75	FI	[giggle] [.]
76	T	[addressing the whole group] Everybody, seven minutes have passed. How many arguments?
77	All	[whole group talking at the same time]
78	AN	[giggle]
79	T	How many arguments have you collected?
80	[?]	[Non-verbal response showing two]
81	T	Two? How long do you think you need for TWO more arguments?
82	AN	<i>Ā, more seven minutes?!</i>
83	T	SEVEN EXTRA MINUTES?
84	AN	[giggle]
85	?	[response from another group] yeah.
86	T	Let's make it FIVE, then? Five extra.
87	FA	Ok.
88	T	Five extra minutes, then. Speed up!
89	AN	OK.
90	FI	We have to create another argument that [.] defends it or contradicts it?
91	FA	I think [.] the, the, that defends [*]
92	AN	The defense is more [?] like [*] [.]
93		[phone ringing in the background]
94	AN, FA	[giggling]
95	AN	I'm trying, I'm-I'm-I'm-I'm trying to understand what you're talking about, so [*]. I didn't
96		understand YET [*]
97	FI	What?
98	AN	What is talking about, what is happening [*].
99	FI	We have to defend this sentence [*]
100	AN	Ok.
101	FI	[reading from the board] The Right to Know and Transparency Movement are bringing about
102		positive social change. Like, we believe in that. We have to have an argument that defends
103		that, the, that point.

104	AN	It's something important because when [?] the truth is more easily to defend what is the, what
105		is the correct thing. When you know what you are talking about and you know what is the
106		facts is more easily to defend everything. So, it's a transparys [sic] movement [?] really
107		important cause [.] you have, you can, you can [?] of truth, of facts. You can defend
108		something that you, you, you can believe [?] truth, so that [?] you change [?]. For example, in
109		Africa, uhm, <i>ã</i> , a truck, just killed some kid. A Coca Cola truck just killed some cri[*], some
110		kids in [.] <i>Etiópia</i> et[ɨ'opia/]. But don't know, don't, ah [*], no one, <i>é</i> , would know that.
111		When this been, uh, public, people just, <i>ã</i> [.] people just did a boycott to Coca Cola. [?] for
112		the culture. [?] information is they can mobilize the masses to fight against something
113		important. [.] <i>Is it</i> . [.]
114	FI	Is it [.] not the same idea that we already put here? [?] [.]
115	MT	I don't think so, it's exactly the same thing. [.]
116	T	You're whispering, you can TALK.
117	Group	[giggle]
118	T	It's not a secret.
119	FI	So, you guys [?][*]
120	AN	It can [*]
121	FI	Talk about control?
122	FA	[?] about trust? [?] [*]
123	AN	Yeah.
124	FI	And fight for their rights.
125	AN	Exactly, fight for their rights.
126	FA	[?] you know [*]
127	AN	People can mobilize the, some [.] some strikes, I don't know. They can mobilize [.] [?] fight
128		for their rights. This can be important, right?
129	FI	<i>So you can put</i> , like [.] when [.] [*]
130	AN	When people know [*]
131	FI	[?]
132	AN	When people know [?] [*]
133	FI	[?] [*]
134	AN	When people know what [?] [*]
135	FI	[?] easier to fight for their [*]
136	AN	Exactly, fight for rights, fight for THEM, you know?
137	T	One minute fifty!
138	AN	<i>Just passed five minutes?</i> [.] OK. [.] Another argument? Can we think about it?
139	FI	I don't know.
140	AN	[?] talking about control, [?] can be one. When you know the truth, it can be more impactful
141		[*]

142	T	FIFTY-FIVE SECONDS! [*]
143	AN	Can think about that. [giggle] [.] Is more easily to defend the [?] [.] Can I write that? [.]
144		[mumbling what he's reading on the notes]
145		[alarm ringing]
146	T	TIME'S UP! [.] I'll stop the recording, Ok? [.]
147	?	[Students from the other group talking in the background]

APPENDIX K - Class recording transcription: Activity 4

Group 1

File name:	G1A04
Group	1
Activity:	05
Participants:	Teacher (T), Armando (AR), Natan (NA), Larissa (LA), Jamily (JA), Alice (AL), Bianca (BI), Teacher A (T.A), Teacher B (T.B), Vitor (VI), Flávia (FL), Gael (GA), and Secretary (S)

Line	Speaker	Utterance
01	T	[Reading] Find the teacher [.] in this floor who is in a room that has a number and its half.
02	NA	Half?
03	AR	Hum.
04	LA	OK.
05	T	Half.
06	NA	What is that?
07	T	Divided by two.
08	AR	Divided by two.
09	LA	OK.
10	T	[reading] Find the teacher in this floor who are in a room, no, who is, who is in a room that
11		has a number and its half. Go.
12	LA	Ok.
13	T	You can find the teacher.
14	LA	Let's go. A number and a half.
15	JA	And a half.
16	AL	<i>Ai, quero ir embora.</i>
17	BI	<i>Entendi nada dessa MERDA! Vou falar nada.</i>

18	LA	<i>It's this?</i>
19	JA	<i>Can be?</i>
20	LA	It can, can be <i>Teacher A</i> . Who is gon[*]
21	JA	Who is gonna ask?
22	LA	<i>Ah, ela já tá ali, ó.</i> [giggle]
23	BI	Oh.
24	AR	<i>É, she, she is.</i>
25	LA	You have to [*]
26	T.A	[door opening] Yes...?
27	BI	Hi!
28	AR	Are you two a couple? [the required password]
29	T.A	YEAH, WE ARE!
30	T	ARE YOU?
31	T.A	Are you? Are you two a couple?
32	AR	<i>Ih!</i>
33	JA	No! Need to keep closer.
34	LA	[?] know what is talking.
35	AR	Go to the place where people [.] do to enroll in the course.
36	LA	To enroll in the course.
37	T	Where, go to the place where people GO, isn't it?
38	LA	Enroll. Enroll?
39	AR	Yea, because this is a [?] letter.
40	LA	It's a G! [giggle]
41	T	That's a G.
42	AR	Hmh. Where people go to enroll in the course.
43	LA	Enroll?
44	T	Enroll.
45	AR	To enroll.
46	VI	Enroll?
47	AR	To enroll.
48	T	You don't know what enroll is? [.] How can you, what can you do to know it?
49	FL	Ask you?
50	T	No, not me. I'm not here.
51	JA	<i>Teacher A.</i>
52	AL	Google it!
53	AR	[gasp] YOU COULD GOOGLE! Wow!
54	JA	<i>We can ask Teacher A?</i>
55	T	No, but thank you for asking. <i>Teacher A</i> is teaching.

56	VI	What is enroll?
57	GA	Yeah, I don't understand, I don't understand thing, but [*]
58	AR	Coordination.
59	GA, AR	<i>Ah, ah tá.</i>
60	LA	Oh my God, we have to, to go downstairs?
61	AR	It is to sign in the English course.
62	T	What is, what is enroll?
63	AR	In Portuguese or in English?
64	T	In, in Portuguese.
65	AR	<i>Se matricular.</i>
66	T	Ah, you go to the coordination?
67	JA	You go [*] secretary.
68	LA	Secretary.
69	All	[?]
70	T	You have to use logic. I won't be following you.
71	All	[?]
72	LA	We can go [*] <i>ã</i> .
73	JA	<i>Não sabe o caminho?</i>
74	FL	I don't want to.
75	AL	<i>Acaba?</i>
76	FL	We have to speak English because of the audio.
77	JA	Yes, yes.
78	LA	Yeah.
79	VI	<i>Tá todo mundo atrás da gente.</i>
80	AR	<i>É porque ela tá gravando.</i>
81	VI	[?] <i>atrás da [*] ah tá.</i>
82	LA	Ah, ok.
83	FL	Oh my God.
84		[steps on the stairs]
85	GA	[?]
86	AR	Yeah.
87	FL	It's the same password? You can say it.
88	VI	[?]
89	NA	[?]
90	VI	[?]
91	LA	Who is the person [?]
92	AR	With the envelope. [.]
93	S	Hello.

94	AR	Hello.
95	LA	<i>We have to ask who?</i>
96	S	You wanna talk to me?
97	AR	Probably.
98	GA	Probably, I think.
99	S	What's the password?
100	AR	Are you two a couple? [password]
101	AR	Yeah, thank you.
102	LA, JA	[giggle]
103	AR	[reading] Go up six flights of stairs. Find the room which has repeated numbers. [.] Three
104		three three. [.]Three three three.
105	GA	No, no.
106	AR	We don't have a three three three.
107	GA	Yeah, three three three, yeah.
108	AR	We don't have a zero zero zero. Repeated numbers. Six [?] of stairs. It's the auditorium. <i>Não.</i>
109	NA	<i>Não, péra aí.</i> Six [.] flights. One [*]
110	LA	Two-two, one-one.
111	NA	Two.
112	JA	<i>I think has three zero three.</i>
113	LA	<i>É.</i> There is two two, too. Like two zero two.
114	JA	I think on third floor.
115	GA	Yeah. [giggle]
116	AR	Are there three numbers?
117	GA	Yeah, like [*]
118	AR	Does the three three numbers need to be repeated, or not?
119	JA	<i>I think three not.</i>
120	AR	It's six, six f[*], f[*], floor? [*]
121	NA	<i>Doesn't, doesn't have a room with three numbers</i> [*]
122	JA	Six flights of floor.
123	GA	Yeah, six flights.
124	AR	No, because there is always going to be a zero in the middle.
125	GA	The fourth floor.
126	JA	Let's count.
127	GA	No, no, but I think, I think it's the fourth floor, because, like, it was six flights, so one, one,
128		two [*]
129		[?]
130	FL	Let's go to, with the stairs, we have to go [*]
131	JA	By stairs.

132	FL	Yeah, yeah, b[*], with the stairs, no, by stairs. By stairs? By?
133	JA	Is... I forgot!
134	FL	By [*]
135	LA	Stairs? Stars? No [*]
136	FL	No, stair, but by or other word?
137	JA	By.
138	FL	By, by stairs.
139	GA	One flight, two flights, so.
140		[steps on the stairs]
141	FL	One, two, three, four. [.] Oh my God. [.]
142		[?]
143	FL	Find what?
144	LA	What we find?
145	FL	I don't know. [.] I forgot to count. Are you guys counting?
146	JA	Six.
147	FL	Six?
148	LA	Oh my God, I'm tired! [.]
149	FL	We have to wait.
150	JA	It's three zero two.
151	LA	What I said.
152	JA	Ah, yeah.
153	LA	But there's no one here.
154	AR	Hmh?
155	VI	No, no, but [?]
156	JA	<i>There are someone?</i>
157	AR	Is there someone here?
158		[knocking on the door]
159	T.B	Hello.
160	AR	Are you two a couple? [password]
161	T.B	Mhm... <i>Ê</i> ...! [giggle]
162	AR	Thank you.
163	T.B	You're welcome.
164	AR	[reading] Climb up two additional flights of stairs. Find the teacher who loves [*] ah!
165	GA	Ah! <i>Teacher C, Teacher C.</i>
166	NA	<i>É o quê?!</i>
167	JA	Goodbye.
168	AR	We need to find <i>Teacher C.</i>
169	GA	We need to find the teacher who loves [?]

170	All	[?]
171	FL	I'm tired of [*]
172	BI	Ah...!
173	FL	You can go.
174	AL	<i>Gente, tem o elevador, sabia?</i>
175	FL	It's because we have to count the, the stairs. Maybe?
176	JA	The flights.
177	FL	There's too many people to fit in the elevator. [.] I'm tired. Are you tired?
178	LA	So much! [Laugh]
179	FL	[laugh] [.] I'm getting, like, hot.
180	LA	I need water.
181	JA	We can [?]
182	LA	We can drink water very quick.
183	FL	There's a [*]
184	All	[?]
185	FL	Drink water.
186	JA	<i>Flávia /'flavia/!</i>
187	FL	WAIT!
188	AR	[reading] Go to the place where people go to become different people.
189	NA	Hmh?
190	VI	Hum?
191	JA	Read again.
192	AL	<i>Auditório /ɔdi'tɔriəʊ/.</i>
193	AR	Yeah.
194	GA	Ah, yeah, yeah.
195	JA	To meet?
196	FL	To become.
197	AR	To become different people.
198	JA	Let me see, let me see.
199	AR	Probably is the auditorium closed.
200	FL	[reading] to become different [*] AH! Yeah.
201	AR	OK. I don't know where it's going to be, since [?]. [.] Oh, it's é... [*]
202	NA	<i>GPI /ʒe pe i:/</i> [GPI is the name of the preparatory course that shares dependencies with the
203		course where the research was carried out].
204	AR	<i>GPI /ʒe pe i:/.</i>
205	AL	[Reading] This is the last, <i>PÉRA AÍ! Ah tá.</i> [*]
206	FL	It's the closet. Maybe.
207	AL	<i>É PRA VOLTAR PRA CLASS.</i> Go back to the class.

208	FL	Go back to the class. Ok. We have to come back.
209	NA	<i>Ah, acabou? Graças a Deus.</i>
210	AR	Easy. Yeah.
211	FL	Easy peesy lemon squeezy?
212	AR	What?
213	AL	<i>Nossa, que legal! [.] Não, mas é legal mesmo, eu tô gostando da experiência.</i>
214	LA	No, it's because [*]
215	FL	Let's talk in English because of the audio.
216	BI	<i>Tá ruim o elevador, fala pro Natan /na'tã/.</i>
217	LA	<i>Tá ruim o elevador.</i>
218	BI	<i>Ô NATAN /na'tã/, BOTARAM UMA, A VASASOURA PRA NÃO DEIXAR [*]</i>
219	NA	<i>Os dois? Os dois? 'tão ruins?</i>
220	BI	<i>Ã-hã.</i>
221	NA	<i>Caraca, mano!</i>
222	AL	<i>Quê isso, gente?!</i>
223	NA	<i>Acabei de subir.</i>
224	FL	<i>Vou ter que ir de escada.</i>
225	AL	<i>Meu Deus!</i>
226	BI	<i>Nossa [?]</i>
227	FL	<i>Ai, que cansaço. [.] It's the second floor or the third?</i>
228	LA	Third.
229	AL	<i>Não, n' é esse, não, gente.</i>
230	FL	<i>Não, né, nã-nã-não. The second.</i>
231	JA	The second?
232	FL	There's just one class here. [.]
233		[Steps]
234		[?]
235	FL	Yeah.
236		[?]
237	NA	<i>Fez o cardio já. [.]</i>
238	JA	Are you [?]
239		[?]
240	JA	I think we should better if more [*]
241	FL	Yeah. Because everyone could be [.] the [.] record. [.] Here.
242	T	Thank you!

File name:	G2A04
Group	2
Activity:	05
Participants:	Antônio (AN), Luana (LU), Teacher (T), Mariana (MA), Eva (EV), Gisele (GI), Filipa (FI), Teacher A (T.A), Secretary (S), Fantine (FA), Bruna (BR), Teacher B (T.B), Teacher C (T.C)

Line	Speaker	Utterance
01	T	[laughing] I have here the directions to find the first teacher. Ok?
02	MA	<i>Tô enxergando nada.</i>
03	GI	Hmh?
04	EV	[reading] To collect [*]
05	GI	[reading] To collect the first clue, find the teacher who's right across from where people
06		travel vertically fast to the same height we find ourselves at.
07	EV	Elevator. [*]
08	FI	Is that [*], yeah. That's what I thought. But [*] [giggle]
09	T	Go for it [*]
10	FI	It's here on this floor?
11	T	I don't know, read the instructions.
12	All	[laughing]
13	FI	OH MY GOD, we're, we are going to [*]
14	GI	Right across from the place where people travel vertically, <i>tá</i> , right across.
15	FI	What is across?
16	AN	[laughing loudly in the background]
17	GI	[?] the elevator is here and the teacher is here?
18	FI	I don't know.
19	EV	It's like [*]
20	GI	The elevator is here and the teacher is here?
21	EV	It's, like, the right side.
22	?	[?]
23	EV	Yeah.
24	LU	Let's go! [.]
25	FI	Ask him.
26		[knocking on the door]
27	GI	Hi, [?], please?
28	T.A	[door opening] Yes, but I need the password.

29	All	<i>Los Angeles</i> . [password] [Learners were instructed to use a specific intonation used in a
30		meme that went viral at the time of the recording of this activity]
31	T.A	One more time.
32	FI	Ah! [laughing]
33	All	[laughing]
34	EV	<i>Ain!</i> [laughing]
35	GI	<i>LOS ANGELES!</i> [password]
36	T.A	A little louder.
37	MA	<i>Los Angeles</i> . [password]
38	FI	[laughing] Come one!
39	T.A	Ok.
40	GI	Thank you.
41	T.A	You're welcome.
42	FI	Thank you.
43	T.A	Bye.
44	AN	Bye-bye.
45		[door closing]
46	GI	Next stop.
47	EV	[reading] To collect the next clue, take the stairs and go to the place you go to give us your
48		money.
49	FI	Oh, ok.
50	All	Ah, ok. [laughing]
51	LU	Let's go to the [*]
52	FI	I forgot the name of this thing.
53	GI	I don't know.
54	All	[laughing]
55	AN	<i>Los Angeles</i> .
56	EV	<i>Los Angeles</i> .
57	FI	It is the same password for everyone?
58	EV	Yeah.
59	GI	I think so. [.] I think we have to, to [*]
60	LU	Just keep [?]
61	EV	Yeah. [.] Why not the elevator?
62	All	[Laughing]
63	FI	Yeah [laughing]
64	AN	[?]
65	EV	[?]
66	LU	[?] exercise.

67	FI	It's here, right?
68	GI	It's here, right?
69	EV	Yeah [?]
70	FI	It is.
71	GI	It is.
72	EV	No, one more.
73	FI	We were on the third floor.
74	EV	One more. One more.
75	FI	It's here.
76	GI	It's here! Because it's, it's where the teacher's, teacher's room is, right?
77	LU	[singing] <i>Pela estrada afora</i> [*]
78	AN	SHH! Portuguese!
79	FI	What is [*]
80	EV	[checking instructions] No, guys, to the place you go to give us your money, it sounds like [*]
81	GI	It's like the [*]
82	All	Secretary.
83	MA	<i>Secretaria.</i>
84	All	[laughing]
85	MA	<i>Eu entendi isso. Aí eu fui.</i>
86	FI	[laughing] We were thinking about the same thing!
87	All	[laughing]
88	EV	That's why I said no, guys [*]
89	All	[laughing]
90	LU	[?] makes sense, right?
91	FI	It happens, everyone.
92	GI	[laughing] Give us your money!
93	FI	What? But it makes <i>so many sense!</i>
94	LU	It makes sense! Yeah!
95	AN	[?] <i>começou a falar assim.</i>
96	LU	[?] <i>pensei em conectar</i> [?]
97	MA	[?] <i>perco uns quilinho, né?</i>
98	EV	Yeah.
99	GI	[giggle]
100	MA	<i>Nossa!</i> [.] Hello.
101	EV	<i>Are you with a</i> [?]
102	S	What's the password?
103	EV	<i>Los Angeles.</i> [password]

104	MA	<i>Los Angeles</i> . [password]
105	All	[giggle]
106	EV	Thank you.
107	S	You're welcome.
108	EV	[reading] So, take four flights of stairs and find the teacher whose classroom number ends
109		with [.] its first number plus one.
110	AN	<i>Á?</i>
111	GI	Four flights of stairs.
112	FI	What?
113	GI	What?
114	EV	In the fourth floor. [reading] Find the teacher whose classroom number ends [*]
115	GI	One plus five? What's this?
116	EV	I think we need to go to the fourth [.] and find the [.] the number with plus one, like, in the
117		end.
118	GI	Here, what does it mean? [*]
119	FI	But we [*]
120	GI	One plus five? [*]
121	FI	But what is the number?
123	GI	It's one plus five here?
124	EV	Let's go there. And there we can see.
125	FI	I think it's one plus five.
126	GI	I think so.
127	EV	Yeah. [.]
128	GI	Let's follow the [*]
129	All	[?]
130		[steps]
131	FI	We're making exercises! [.] DOING exercises, oh my God.
132	EV	[giggle] [.]
133	All	[?]
134	EV	I'm tired already. [.]
135	GI	<i>Só pode ser o Teacher B, só tem</i> [*] it must be <i>Teacher B</i> because it's on the fourth floor.
136	FI	Oh my God!
137	All	[?]
138	FI	<i>Is the paper with you?</i>
139	GI	No, it's with, it's [*]
140	FI	I think it's not here.
141	EV	It's not here?
142	AN	It's the third.

143	FI	This is one plus five? Or it's "it's"? [they are trying to understand the handwriting]
144	LU	"It's", I guess it is [*]
145	EV	I think it's "it's".
146	GI	Six with plus one [*]
147	FI	AH! FIRST floor [*] first number, four?
148	GI	Four plus one, five, then.
149	FA	Yes.
150	LU	Yeah.
151	EV	Let's see here. Because there [*]
152	GI	There's nothing, there's nothing. [.]
153	AN	It's not here. [.]
154	BR	Is there?
155	GI	But we don't have any classes here.
156	FI	Yeah.
157	LU	[?]
158	MA	It's [?]
159	LU	<i>There's a paper there!</i> Oh!
160	All	OH! [Everybody gasping in surprise for having found a clue. The wrong one]
161	LU	[?]
162	FI	<i>Cadê o número?</i> [giggle]
163	EV	[reading] You have reached your final destination. To collect your prize, return to your
164		original checkpoint. To the class.
165	LU	True. [.]
166	FI	Guys, I think we skipped something. [.] Here's three, here is six.
167	LU	Oh, [?]
168	All	[laugh]
169	LU	He doesn't need to know.
170	AN	<i>Tá fazendo, tá fazendo</i> [?]
171	EV	Now I'm [*]
172	FI	Let's see if there's something here. [.]
173	LU	[?] guys, for the prize, for the prize!
174	AN	[?]
175	FI	I don't know.
176	EV	I don't know, guys, Now, I'm [.] I'm in doubt.
177	FI	Let's go. [.]
178	EV	So, let's go.
179	FI	Because there's no, there's no number there, in the auditorium. We just [.] saw. [*]
180	AN	[?]

181	FI	I, I think <i>there's more</i> [.] <i>papers</i> .
182	AN	[?]
183	FI	Because here's three, and this paper there is six.
184	EV	[reading] four flights of stairs.
185	FA	Six?
186	FI	Yeah.
187	MA	[?] Checkpoint in the classroom.
188	FI	Yeah, but this, this one <i>is the number three</i> .
189	EV	Four flights of stairs, but it doesn't mean that it is in the fourth.
190	AN	EXACTLY!
191	All	[?]
192	FI	Oh my God! We [*]
193	EV	We need to count[*], we need to count.
194	FI	YEAH, we didn't count!
195	MA	<i>Fizemos merda, hein.</i>
196	AN	I SAID IT!
197	FI	But we already have the, the final one.
198	AN	I SAID IT THREE TIMES!
199	FI	But we have to collect.
200	LU	No one understood you.
201	AN	You didn't know. I said that to you!
202	FI	It's here, no?
203	AN	[?] [*]
204	FI	Second?
205	AN	IT'S YOUR FAULT!
206	LU	I was just fooling around. <i>É, flight é lance de escada, não é?</i>
207	AN	It's your fault.
208	LU	No. [*]
209	NA	Yes!
210	LU	I'm flawless.
211	EV	<i>A gente tem que voltar.</i> We need to Count [*]
212	FI	<i>Não é aqui, não?</i>
213	All	[?]
214	FI	<i>We discover!</i> It's four [.] four [.] four things in the stairs, it's not the fourth floor.
215	MA	Four?
216	EV	One, two, three, four.
217	FA	Four.
218	EV	Let's see.

219	FI	We already have the final paper, but [*]
220	GI	[laugh] [.]
221	FI	It's the, the one that ends with five, I think. [.]
222	AN	[?]
223	GI	[?] [.]
224		[knocking on the door]
225	GI	Do you have a clue for us?
226	T.B	I do have a clue for you. What's the password?
227	GI	<i>Los Angeles</i> . [password]
228	T.B	[repeating with the intonation the students used] <i>Los Angeles</i> , with the accent. So, let me get
229		this. The clue for you is [*], I'm gonna give it to you, but first I'm gonna tell you. [reading]
230		You will take the stairs and go up until you can go no longer. Find the place where people go
231		to become different people, or to communicate academic facts. Good luck.
232	FI	Thank you. [.] <i>We already have</i> .
233	GI	Yeah.
234	AN	[?]
235	EV	Guys, if I didn't have [*]
236	AN	[?] <i>the four</i> . We got <i>the five</i> , <i>the six</i> , the first, the second, the third [*]
237	GI	It's the auditorium, isn't it?
238	EV	Yeah.
239	FI	Yeah, we already have it.
240	All	[?]
241	FI	But we already got the paper. [giggle]
242	EV	We already got the paper.
243	GI	Ah, it's because we missed [?]?
244	EV	It doesn't mean that four flights were, was the fourth floor.
245	GI	There's a number here, like the number of the clue. There is in it.
246	EV	Yeah, guys, right now we need to go to the classroom. [*]
247	GI	This is the first one here with me.
248	FI	This one is one, two. <i>The number one</i> is in the classroom, right? [.] One, two, three [.] There's
249		one missing again?
250	FA	AGAIN?
251	GI	No, is it with me? Wait. [.] I, there's one with me.
252	EV	One, two, three [*]
253	FA	Four [*]
254	EV	Four [*]
255	FA	Five, six.
256	LU	<i>Meu Deus!</i> [.]

257	FA	[reading] Take four flights of stairs [*]
258	GI	No, this is the first one.
259	FI	One, two, three [*]
260	MA	First direction. [*]
261	FI	But we were right! We [*]
262	GI	Where's the fourth [*]? [.]
263	EV	[reading] the first number plus one. The second here?
264	LU	<i>Já foi!</i>
265	FI	We already... [*]
266	GI	The first number plus one, so, it's two, two zero three.
267	EV	Yeah. [reading] the first number [.] plus one, two. [.] The first number plus one.
268	FI	But it's PLUS.
269	MA	The different people [*]
270	EV	It's five.
271	FA	The first one here is two [*]
272	FI	Two?
273	FA	But plus one is three. [.]
274	FI	No.
275	AN	[?]
276	FI	No, the first number here is four. Plus one is five.
277	FA	Where, where is the [*]
278	EV	No, the first one is one.
279	FI	The first one [.] The first one is three?
280	FA	[reading in a low volume] the classroom number ends with [.] its first number [.] plus one.
281	EV	The first number [*]
282	FA	It's two here.
283	EV	It's two here.
284	FA	Plus one is three.
285	EV	Yeah.
286	MA	One, two, three [*]
287	FA	It's not the [.] the third one.
288	GI	Yes. [.] [giggle] We did everything with the, the wrong [.] like, <i>sequency</i> , right?
289	T.C	Hello... What's the password?
290	FA	<i>Los Angeles</i> [pronounced with a neutral intonation, different from the required one]
291	T.C	No. It's very bad.
292	FI	[giggle]
293	FA	<i>Los Angeles</i> [neutral intonation]
294	LU	<i>Los Angeles</i> [pronounced using the required intonation]

295	T.C	<i>Atitude</i> [*] Yes.
296	GI	Thank you.
297	FI	Ah, now we have everything.
298	EV	[reading] to collect the next clue, let's do some simple math [*]
299	FI	Ah, yeah, we already have [*]
300	EV	Yeah.
301	All	[giggle]
302	FI	Oh my God!
303	GI	We did everything in the wrong <i>sequency</i> , right?
304	EV	We found it! [.] A little bit disconnected, but [*]
305	GI	It doesn't matter, we found it.
306	EV	Yeah! [.] <i>Á</i> , I like it, guys!
307	GI	Me too.
308	FI	It was SO nice!
309	EV	I want more.
310	LU	<i>Aí</i> [?] <i>bolso do lado esquerdo</i> [?] [.]
311	GI	It was funny, I liked it.
312	EV	Yeah. [.]
313	FI	Hello!
314	T	Hi!
315	FI	We got a little bit lost.
316	T	Ok.
317	GI	We got the clues, but in a different <i>sequency</i> , you know?
318	FI	We got it.
319	T	Ok.
320	EV	But it was funny.
321	T	You managed to find all [*]
322	LU	You can send to you?
323	FA	JESUS! [surprised because of a late comer friend who had had an accident the week before]
324	T	But how many do you have?
325	FI, GI	Six.
326	T	Six in total?
327	FI, GI	Yes.
328	T	Yeah, you got all of them. OK.
329	EV	Ah, we liked it!
330	T	YOU DID?! So now you need to [*]

APPENDIX L - Class recording transcription: Activity 5

Group 1

File name:	G1A05
Group	1
Activity:	06
Participants:	Gael (GA), Teacher (T), Armando (AR), Flávia (FL), Jamily (JA), Bianca (BI), Larissa (LA), Natan (NA), Vitor (V), Teacher A (T.A), Teacher C (T.C), Teacher E (T.E)

Line	Speaker	Utterance
01	GA	[reading] the position of the third letter is in the alphabet, in the alphabet is represented [*]
02	T	Look at the number, look at the number [*]
03	AR	The number of clue?
04	FL	[looking through all the collected clues] Number four, two, number [*]
05	AR	Find <i>the number one</i> .
06	GA	Ah, [?] number one.
07	FL	Number three.
08	JA	Three?
09	AR	[Reading] To find the first letter of the word, you need to count the number of semesters a person who finished Inter 2 has studied in CNA, starting in our adult course. That number
10		refers to the position of the letter in the alphabet.
11		
12	FL	Ã?
13	GA	Wait, wait, wait, wait, wait.
14	JA	We need to count [*]
15	AR	The semesters of an adult person that, who finished inter two.
16	GA	Inter two?
17	BI	Inter, we have inter one [*]
18	JA	Inter two.
19	GA	Inter two.
20	BI	Inter two.
21	JA	And what next?
22	GA	f-four, four. It's four, right? Cause, no, no, it's two.
23	FL	Two? Because, like [*]
24	FL	It's Inter 1, two and [*]
25	AR	Pre-advanced.
26	FL	Pre-advanced, yeah.

27	AR	So, only three semesters.
28	GA	No, like, it's Inter [*]
29	JA	It's three semesters.
30	GA	YEAH, three semesters. So, it's three.
31	JA	A, B, C.
32	AR	C!
33	BI, JA, GA	It's C!
34	FL	Can someone [*]
35	GA	Ah, now I get it.
36	AR	C, so... who is the second?
37	GA	Yeah, who is, who is [?]
38	JA	<i>Larissa /la'risa/.</i>
39	LA	[Reading] To find the second letter of the word you seek, solve the equation. The number
40		you find is the position of the letter in the alphabet.
41	GA	Wait, we need to solve some equation?
42	LA, JA	Yes. [giggle]
43	LA	Solve.
44	FL	<i>I don't like.</i>
45	All	[laughs]
46	BI	Give it to me, give it to me.
47	AR	Now, you go, you, you have it [*]
48	GA	Two x <i>elevado ao quadrado</i> [*]
49	JA	Like, write here.
50	GA	[Mumbling] <i>Mais quatro xis</i> [?] <i>quatro</i> [?] <i>quatro</i> . <i>Aí vai ficar dois xis elevado é igual a</i>
51		<i>quatro. É, do</i> [*], two.
52	AR	A, B.
53	GA	B.
54	AR	It is of C D [laugh]
55	GA	No, C B.
56	JA	C B? No.
57	GA	No, no, no [?] Wait. [mumbling] <i>quatro xis ao quadrado</i> [?] <i>quatro xis</i> [?].
58	All	[Laugh]
59	GA	Ah, it's A, it's A, It's A, it's A.
60	NA	<i>Oito? Ah tá.</i> [heard "it's eight" instead of "it's A"]
61	JA	Where are three?
62	GA	Ah, it's with me. [Reading] The position of the third letter is the alphabet, in the alphabet is
63		represented in Roman numerals. In Portuguese, we can produce the sound [.] in two
64		

65		different ways. Only one of them makes it possible to write twice and still have an alphabet letter.
66	AR	Is it going to be word calming?
67	T	Ã?
68	AR	I swear.
69	T	WHAT?
70	GA	É..., I forgot, I forgot, like [*] about this sound.
71	AR	It's going to be two letters.
72	FL	What?
73	BI	<i>Catorze, quatorze.</i>
74	AR	It's two letters? In one?
75	GA	No, like, is this sound in two different ways. Only one of them makes it possible to write
76		twice [*].
77	JA	Represented in Roman numeral.
78	GA	What i[*], what is this sound? I forgot.
79	AR	<i>Is /s/.</i>
80	JA	Let <i>Bianca</i> /bi'ãka/ read.
81	BI	<i>Não, não, num quero ler. Não, num</i> [*]
82	GA	[Reading] Roman numerals.
83	JA	What is Roman numerals?
84	GA	É, is represented in Roman numeral. In Portuguese we can produce the sound /s/, I guess, in
85		two different ways. No.
86	FL	Let's skip this one.
87	AR	We can't!
88	GA	Yeah.
89	FL	We can.
90	AR	Ok, yeah, we can. We go back later.
91	FL	Yes.
92	NA	<i>Is what?</i> What's the number?
93	JA	Four.
94	GA	Four, four, yeah.
95	FL	[reading from paper] Four, this letter is in the position of the current Century we live in.
96	BI	We live in Nova Iguaçu.
97	GA	[reading] This letter is in the position of the current Century we live in.
98	AR	Twenty-first.
99	GA	Yeah, twenty-first.
100	AR	So, it's the twenty-first letter of the alphabet.
101	NA	A, B, C, D, E [.]

102	All	[laugh]
103	NA	F, G, H [.] <i>Ah, calma aí!</i> [.]
104	All	[laugh]
105	VI	/u/. [pronounced as in Portuguese]
106	AR	It's U.
107	NA	No.
108	AR	Twenty-first.
109	NA	/ʃ/, /f/, <i>não</i> [student reached letter X and hesitates pronouncing it in Portuguese]
110	VI	/u/.
111	AR	Twenty-first.
112	BI	<i>Cara, [?] eu odeio [?] ó, I, J, K, L, M, N, O, P, Q, R, S, T, U</i> [letters said in Portuguese].
113	VI, AR	/u/
114	BI	/u/
115	LA	/u/ [laugh]
116	AR	Wait, wait, wait, where's the paper? Where's the paper?
117	GA	No, wait. [*] no, Wha[*], <i>it's five papers</i> , right?
118	FL	It's five? It's four.
119	JA	It's fo[*], no.
120	GA	No, it's five.
121	All	It's five.
122	NA	[Reading] This is your last letter. You can return to the class to finish solving the riddle [*]
123	T	No, dear. Open. Find it in the envelope, inside.
124	GA	OK.
125	All	[laugh]
126	NA	[Reading] But, first, this is the position of the last letter: it is the first letter in the name of an
127		important person. If he / she didn't come to [the] class, there would be no[t] class at all.
128	JA	<i>Matheus</i> /ma'teuʃ/.
129	All	<i>Matheus</i> /ma'teuʃ/. Wow...! [laugh]
130	AR	[Trying to form the word] C A U question mark M.
131	JA	<i>It's the three we skip?</i>
132	GA	Yeah, <i>the three</i> , the, we skip. [.] <i>Is, is here</i> [reading] The position of the third letter in the
133		alphabet is represented in Roman numerals. In Portuguese, we can produce the sound [.] in
134		two different ways. Only one of them makes it possible to write twice and still have an
135		alphabet letter.
136	T	Break the clue into steps.
137	NA	<i>Á?</i>
138	T	Break the clue into steps. You need to solve the steps.

139	JA	The position of the third letter in the alphabet is represented in Roman numerals. What is a
140		Roman numerals?
141	GA	Like, ah, I is one, two Is is two [*]
142	JA	Ah, Ok.
143	AR	I I
144	GA	I I I
145	FL	I I I
146	GA	[laugh] produce the sound [.] [*]
147	JA	The sound! No one knows? The sound.
148	GA	Someone knows about his sound? /s/, /z/.
149	JA, LA	[giggle]
150	AR	Ah, what is the position of the third letter [*]
151	T	Maybe ask one of the other teachers what sound that is.
152	BI	What sound that is?
153	T	I said OTHER teachers.
154	BI	Why? Ah.
155	JA	We can [.] go?
156	T	Sure, you can go ask one of the teachers, maybe they know what sound that is.
157	JA	So, let's go.
158	GA	Yeah, yeah.
159	T	<i>Jamily</i> /ʒa'mili/, you are recording, right?
160	JA	Yes.
161	T	So you should follow, then.
162		[Door opens, students leave the classroom]
163	GA	Where's <i>Teacher A</i> ?
164	JA	<i>Me sentindo entrevistadora.</i>
165		[Door opens, Teacher A comes to the door]
166	GA	No, I, I, I just wanna ask, like, which sound is it? Because I forgot, is /s/? No?
167	T.A	Is the what?
168	GA	No, is /s/.
169	JA	What is this sound?
170	T.A	/s/? No!
171	GA	No, but I forgot some.
172	T.A	Wait a minute, I'm terrible at phonetics, I'm not sure if it's [.] /θ/ or /ʃ/. <i>Péra aí.</i> [.] I don't
173		understand what it say[*] [reading], only one of them makes it possible [*]
174	T	That sound, <i>Teacher A</i> , just the symbol?
175	T.A	I ju[*], No, I'm trying to [*]
176	GA	She doesn't know too.

177	T.A	No, I don't remember the symbol, <i>Matheus</i> /ma'teuf/.
178	JA	<i>We can ask another?</i>
179	T	Sure.
180	T.A	I don't know phonetics, I'm sorry.
181	T	That's ok.
182	T.A	I failed you.
183	JA	It's OK.
184	T.A	NO, IT'S NOT!
185	JA	No, it's ok.
186	T.A	I went to college [laugh]
187	GA	Try this one [laugh]
188	T.A	Yeah. Who's that?
189	GA	Ah, this one [*]
190	JA	<i>Teacher B.</i>
191	GA	I don't know the name.
192	JA	<i>Teacher B.</i>
193	All	[?]
194	T.A	Check with <i>Teacher C</i> . <i>Teacher C</i> knows, <i>Teacher D</i> knows. I don't know.
195	JA	<i>Teacher E!</i>
196	GA	Do you think <i>Teacher E</i> knows?
197	T.A	[?]
198	JA	We can try.
199	T	<i>Teacher E</i> might.
200	GA	<i>Teacher</i> , do you know, like, which sound is it?
201	T.E	If I know what?
202	GA	<i>É</i> , which sound is it.
203	T.E	[reading in a low volume]
204	T.A	I KNOW NOW! [.]
205	JA	<i>Know?</i>
206	T	The sound, do you know?
207	T.E	I don't know.
208	GA	[laugh]
209	T.E	I don't know if I know.
210	T	<i>TEACHER A KNOWS, TEACHER A KNOWS!</i>
211	T.E	<i>Teacher A</i> knows! So, go to <i>Teacher A!</i> [laugh]
212	JA	<i>Teacher C</i> will know.
213	GA	Which sound is it?
214	T.A	/ʃ/, /ʃ/

215	GA	/ʃ/, /ʃ/, ah...!
216	AR	Ah..., /ʃ/, /ʃ/.
217	JA	/ʃ/, it's /ʃ/, /ʃ/
218	GA	Like, it's S and H.
219	JA	But, like, two letters?
220	GA	Like "she", like "she".
221	T	Go, go, go, go!
222	GA	Ah, so the sound [*]
223	T	What is the sound?
224	GA	The sound is /ʃ/.
225	AR	The sound of what?
226	GA, JA	The letter.
227	T	OK, so go back there, so you finish solving the puzzle.
228	GA	/ʃ/, /ʃ/, the sound, the sound of this thing is /ʃ/. [reading] in two different ways. Only one of
229		them makes it possible to write twice and still have an alph[*], an alphabet letter.
230	LA	[giggle]
231	GA	Ah, could be G [.] , H.
232	JA	Why G?
233	AR	I don't know.
234	GA	G and H? No, H, <i>não</i> .
235	T	Wha[*], what sound is it again?
236	All	/ʃ/.
237	T	We use a G in Portuguese?!
238	GA	Ah, no, ah, OK, OK, OK, OK.
239	JA	We need to think the sound in Portuguese.
240	GA	The sound in Portuguese
241	T	It's WRITTEN there!
242	AL	A /a/ [*]
243	JA	Is X!
244	AL	B, [*] X! [names of letters in Portuguese]
245	GA	Ah, <i>entendi, entendi, entendi</i> .
246	JA	It's [.] X.
247	AL	X. /ʃʃ/
248	NA	[giggle]
249	JA	[?]
250	GA	It's the letter.
251	JA	No, the sound is the letter in Portuguese, so X?
252	GA	Wait, <i>ó</i> , [speed reading]

253	AL	<i>X /ʃɪʃ/.</i>
254	JA	<i>X /ʃɪʃ/.</i>
255	AL	<i>X /ʃɪʃ/!</i>
256	NA	<i>Dez?</i>
257	GA	No, it doesn't make sense, like, <i>Caxum /ka'ʃũ/?</i>
258	JA	No, but, read the [*]
259	T	Read [.] the clue!
260	AR	[Reading] The position of the third letter in the alphabet is represented in Roman numerals.
261		Ok, so [*]
262	JA	X!
263	GA	Ah, ten, ten, ah! I get it, I get it.
264	JA	Yes.
265	AR	[counting ten letters in the alphabet in English] CAJUM /'keɪdʒɪəm/?
266	FL	I thought is CH.
267	NA	<i>CAJUM /kaʒw̃/.</i>
268	T	Maybe you should read it again, and carefully!
269	AR	We should, we should.
270	AL	Shh!
271	JA	[Reading] The position of the third letter in the alphabet is represented in Roman numerals.
272		In Portuguese, we can produce the sound /ʃ/ in two different ways. Only one of them makes
273		it possible to write twice and still have an alphabet letter.
274	AR	Ah, OK. So two different [?]
275	GA	What's it, é, /ʃ/? /s/ /z/? No. /ʃ/.
276	AR	[?]
277	GA	[?]
278	T	Jesus! Interpret the, the instruction.
279	GA	I, I, I don't know how the two different ways [*]
280	AR	The word, right? [*]
281	JA	I think the [*]
282	T	[?] In Portuguese, the wor[*], the [.] sound /ʃ/, how can we make it?
283	NA	<i>Xícara.</i>
284	GA	Ah, OK, OK, OK.
285	T	Two different ways.
286	GA	Yeah.
287	T	What are the two different ways?
288	LA	X.
289	T	X and?
290	LA	CH.

291	T	CH. Can I write CH CH and make a number in Roman numerals?
292	JA	No.
293	AR	We can, we can!
294	T	We can, but that number is ginormous!
295	All	[?]
296	T	Listen, listen, listen! [.] CH gives you a humongous number, you can't make it twice and
297		still have letters.
298	GA	So, it's twenty.
299	LA	Twenty.
300	JA	Twenty, not ten [.] as we thought about.
301	GA	Ah, yeah, it's twenty, like is the twenty[*]
302	JA	So, count.
303	LA	A, B, C, D [giggle] [*]
304	GA	T.
305	BI	A, B, C, D E [*]
306	GA	É T, CATUM /ka'tw̃/.
307	BI	F, G, H, I, J, K [*] CATUM /ka'tw̃/.
308	All	[giggle]
309	AR	CATUM /ka'tw̃/.
310	T	Now you need to check,' cause one of them is wrong.
311	All	Ih!, Hmh...
312	BI	Que merda!
313	GA	/CATUM /ka'tw̃/?
314	JA	So, this is right.
315	GA	Yeah, this is right.
316	JA	We already know. [.] Number one.
317	BI	Kahoot! It's Kahoot.
318	AR	Oh, transmit your internet [?].
319	JA	No, it's not Kahoot.
320	LA	[giggle]
321	JA	It's just five words.
322	All	[?]
323	AL	/ka/ [.] /hʊ/. Is C [?]
324	JA	Where are the first one? The first paper. [*]
325	All	[?]
326	JA	Open.
327	FL	Can I [*]?
328	JA	Open. [.] This is the first one.

329	FL	This one? Who did, who did this? [trying to unfold the paper] [reading] To find the first
330		letter of the word, you need to count the number of semesters a person who finished Inter 2
331		has studied in CNA, [.] uh... starting in our adult course. [.]
332	JA	I think [*] [.] It's like start [*]
333	FL	Finish [*]
334	JA	And finish? So...
335	FL	How[*], they, you [*] it's, before, after Teens?
336	LA	After Teens?
337	BI	Kids.
338	JA	No, after. [.]
339		[door slamming]
340	AL	<i>OPA!</i>
341	LA	After. [.] é, it's [*] Inter.
342	JA	I think it's Inter.
343	LA	Where are [*] Basic!
344	JA	Basic!
345	FL	Basic?
346	JA, FL	We have Basic one, Basic two.
347	JA	Inter one, Inter two.
348	LA	<i>Have other?</i>
349	BI	Master 1, Master 2.
350	FL, JA	[?] four.
351	FL	Four semesters.
352	NA	<i>Gente, cês tão falando de que?</i>
353	FL	It's because [*]
354	JA	Read again.
355	FL	Because the person finish Inter two.
356	BI	<i>É D, é D, letter D.</i>
357	JA	So [*]
358	All	[?]
359	JA	After Inter two. <i>Is not?</i>
360	FL	No, because [*] [.] Read, read.
361	JA	[mumbling the instructions on the paper]
362	FL	HAS studied, has studied. You know? [.]
363	JA	Ah, Ok.
364	FL	So, it's four.
365	BI	Four?
366	JA	A, B, C, D.

367	BI	D?
368	JA	<i>DA</i> /da/, <i>DATUM</i> /da' tũ/?
369	T	DATUM!
370	JA	What?
371	FL	Oh!
372	T	FINALLY!
373	AR	Datum.
374	T	THIS IS THE WORD! Datum.
375	FL	Datum.
376	GA	Datum.
377	LA	Oh, my God!
378	VI	Ah, the first one is, was wrong.
379	T	Thank you.

Group 2

File name:	G2A05
Group	2
Activity:	06
Participants:	Mônica (MO), Gisele (GI), Teacher (T), Fantine (FA), Eva (EV), Mariana (MA), Luana (LU), Antônio (AN), Filipa (FI), Teacher A (T.A)

Line	Speaker	Utterance
01	MO	I can open if you [*]
02	GI	<i>You, you can?</i> [.]
03	T	You can tear it. [.]
04	MO	OK. [.] You read it.
05	T	Remember to read, ok?
06	GI	[Reading] To find the first letter of the word, you need to count the number of semesters a
07		person who finished Inter two has studied in CNA, starting in our adult course. That number
08		refers to the position of the letter in the alphabet.
09	All	<i>Ã?</i> [laughing] [*]
10	FA	We have to count the semesters a person that start at the Basic and go to the Inter two and
11		<i>before</i> we have to count in the alphabet to find a letter.
12	MO	Ok.

13	GI	Basic 1 [*]
14	EV	[?] adult course.
15	GI	How many Basics <i>there are</i> ?
16	MA	Basic one [*]
17	LU	Two.
18	AN	[?] three and four.
19	MA	É... [.] [*]
20	MO	Basic four?
21	GI	<i>There is Basic four?</i>
22	MO	No, it's one, two.
23	GI	Three and then you go [?] [*]
24	MO	No, it's just two Basics, no?
25	EV	Basic one and two. Yeah.
26	All	[?]
27	EV	Inter one and Inter two.
28	MA	Yes.
29	GI	In each one it has two semesters [?] [*]
30	EV	So, it's four. [reading] starting in our adult course. That number refers to the position of the
31		letter in the alphabet, so A, B, C, D. D.
32	MO	Cause one semester, two semesters, one year.
33	GI	Oh, ok. Right.
34	EV	Letter D. [.]
35	MO	So, D?
36	EV	Yeah, [reading] That number refers to the position of the letter in the alphabet. A, B, C, D.
37	MO	D. Ok.
38	GI	OK.
39	EV	[?] [.]
40	T	Continue!
41	All	[?]
42	T	Let's see if you get to a word.
43	MO	Ok, we need to collect a word.
44	T	HELP YOUR GROUP!
45	MO	So, D.
46	All	[?]
47	GI	Basic one, Basic two. You know? And then you go to Inter.
48		[opening another envelope with clue number 2]
49	FA	But it isn't, like, number of semesters, not years?

50	EV	Hmh... math! [Reading] To find the second letter of the word you seek, solve the equation.
51		The number you find is the position of the letter in the alphabet [*]
52	FA	So, semesters, like [*]
53	MO	One semester, two semester. One semester, two semester. Four.
54	EV	So, here, it's your time. [.] Engineer.
55	MO	\tilde{A} ?
56	MA	[Reading] To find the second letter [*]
57	T	What?! [.] I can do Maths too, you know? [.]
58	EV	But I can't!
59	MO	I didn't know it.
60	FI	Ah! Good luck, guys!
61	All	[?]
62	EV	It's your time. [.] She's studying Engineering.
63	MO	Engineering, yeah! [.] But you is, you is good with math, too.
64	EV	Yeah, you too.
65	GI	<i>Quatro xis</i> [*]
66	AN	<i>Como é que</i> [*]
67	FA	Do you have to solve this?
68	GI	Do you need pencils?
69	FA	No, it's like to be equal. \tilde{A} [.]
70	EV	You need to solve here and the number you find it's the position of the letter in the alphabet,
71		like the first one.
72	GI	[?] Math?
73	EV	I'm not so Math.
74	All	[?]
75	MO	[?] We can use paper or we need to use the head? We can use <i>papers</i> ?
76	T	Yes, of course!
77	LU	So, go on, guys.
78	GI	<i>Xis mais dois</i> [.] <i>Assim? Igual a</i> [*]
79	MO	Oh my God!
80	T	Jeez!
81	EV	This one [*]
82	GI	<i>Xis ao quadrado mais quatro.</i>
83	FA	<i>Xis ao quadrado mais quatro.</i>
84	GI	There is a, a, a... [.] [*]
85	MO	I wanna cry.
86	EV	This one can, can [.]
87	GI	[?] <i>todos, né.</i>

88	EV	I don't know how to say in English.
89	MO	Go, girl! You can. I believe in you.
90	GI	[?] <i>ao quadrado mais quatro xis é igual a. [.] Dá pra cancelar aquele com aquele [*]</i>
91	FI	<i>É um, gente.</i>
92	GI	<i>Dá um.</i>
93	EV	So, A. D, A.
94	LU	[?] <i>resolvendo os problemas.</i>
95	MO	<i>DA /da/.</i>
96	EV	<i>DA /də/, Da /da/.</i>
97	MA	You never say study math.
98		[opening another envelope]
99	T	Really!?! I [*]
100	MA	Yes. [laughing]
101	T	[Jokingly] Everybody, you should study math for ACC.
102	All	[Laughing] [.]
103	T	<i>Por tudo!</i> [.]
104	LU	Right. [.] [Reading] The position of the third letter in the alphabet is represented in Roman
105		numerals. In Portuguese, we can produce the sound, I don't know what this sound is, in two
106		different ways. Only one of them makes it possible to write twice and still have an alphabet
107		letter. What is [*]
108	MA	I don't know.
109	GI	[?]
110	All	[Laughing]
111	EV	The letter C in the alphabet. [reading] The position of the third letter in the alphabet. It's C.
112		[reading] is represented in Roman numerals. Like, a hundred. In Roman numerals it's a
113		hundred.
114	LU	<i>Gente, [?] [*]</i>
115	EV	Yeah, it's a hundred.
116	FI	It's a hundred?
117	EV	C in the Roman is a hundred. [.] I think it is.
118	MO	YES! I remember is a joke [*]
119	EV	It's a hundred [*]
120	MO	The name is CC [*]
121	EV	L is fifty. C it's a hundred.
122	MO	Yeah.
123	GI	Yeah.
124	LU	Hundr[*] hundred?!
125	EV	[Reading] Portuguese, we can produce the sound [.] in two different ways. [.]

126	MA	/s/, /s/.
127 128	EV	[?] [reading] Only one of them makes it possible to write twice and still have an alphabet letter.
129	MO	I, I don't understand this part.
130	EV	Yeah.
131	MA	You can produce the sound /s/ in /s/ [.]
132 133	T	Oh! We needed someone who studies, uh, linguistics here, to know that sound, right? [.] [T is teasing EV, who had recently started taking a Portuguese major at a federal university]
134	MO	Oh, that's you!
135	EV	I'm in the first perio[*] in the first semester. You can't say this. [giggle]
136	GI	Can, can [*] Is it ok [*]
137	LU	Can I take a picture [?]
137	FA	It's really C? Like, can be S?
139	LU	Can we just, like, take a picture of it and find out [?]?
140	T	Ok.
141	MO	Oh, we can take a picture!
142 143	T	Oh, oh, no, no. Better, better, everybody. Go, go find a different teacher and ask them what that sound is. Take a phone, one of the phones, and go ask a teacher. [*]
144	MO	It's here.
145	T	Ok, go.
146	MO	Come on. [.]
147	EV	One, just one?
148	T	Mhm, just one.
149	MO	<i>Teacher A!</i>
150	LU	[giggle]
151	MO	Who is <i>Teacher A</i> ? [.] Ah, he, we will [*]
152	LU	[?]
153		[knocking on the door] [door opening]
154	MO, EV	Hello!
155	MO	Excuse [*]
156	EV	Excuse me. [*]
157	MO	You can help us?
158	T.A	I can, but I have nothing here.
159	EV	No, we are here to ask you what this sound is.
160	T.A	/ʃ/.
161	MO	/s/
162	T.A	/ʃ/. Hmh.
163	EV	It's /ʃ/.

164	T.A	It's, like, yeah, the sound of /f/.
165	MO	<i>CHUVA!</i>
166	T.A	For example, like, uh, shelter, the SH is like /f/ [*]
167	MO	[singing] A B C D E F G. [...] G?
168	LU	H, H, like, <i>H/a'ga/</i> . [...]
169	MO	A consonant? [...] He say something /ʃ/ /ʃ/. [...] /ʃ/ /ʃ/ /ʃ/.
170	LU	<i>Tá fazendo som de ônibus!</i>
171	MO	/ʃ/ /ʃ/ /ʃ/ /ʃ/ [*]
172	LU	The bus [*]
173	GI	The bus sound, it's a bus sound, OK.
174	LU	H?
175	EV	Now I'm more confused than ever [giggle].
176	MO	Everybody, [...], please. [*]
177	T	So, everybody, read again the instruct[*], the, the, the, challenge, and break them into steps.
178		[...]
179	GI	Read everything again. Read the whole sentence again.
180	EV	[Reading] The position of the [...]
181	FA	It isn't the number eight?
182	AN	[?] V [...]
183	MO	<i>Ã?</i>
184	T	Read again.
185	GI	Read it again, let's, let's, calm down.
186	MA	[Reading]
187	MO	Say something I understand what you're saying.
188	AN	[?] [*]
189	FA	Someone, someone read it again. Read. Cause I forgot everything.
190	EV	[reading] The position of the third letter in the alphabet is represented in Roman numerals. [*]
191	MA	Roman numerals.
192	EV	[reading] In Portuguese, we can produce [...]
193	T	IN WHAT?
194	EV	In Portuguese.
195	T	In Portuguese! Ok.
196	EV	Oh!
197	MO	Ah!
198	LU	[whispering] in Portuguese!
199	EV	It's X.
200	All	X, X!

201	AN	X!
202	MO	He's saying, but nobody is understand that!
203	EV	So, D A X [*]
204	T	Continue[*], continue reading.
205	AN	Continue reading, ok.
206	EV	[whining in annoyance]
207	GI.	[reading] Only one of them makes it possible [*]
208	MO	CH! [*]
209	GI	[reading] to write twice and still have an alphabet letter.
210	EV	Yes!
211	MO	CH.
212	EV	Yeah.
213	GI	But which word we are forming? D A [*]
214	EV	C H. [*]
215	T	Continue reading.
216	MO	It's CH.
217	EV	Yeah. [*]
218	T	Continue reading. [*]
219	EV	Because [...] here it's saying about the Roman numerals and we need to, to, to use the third
220		letter with the [...] the other letter it's saying. [...] We can't forget, like, the C [*]
221	LU	<i>Eu quero jogar a toalha.</i>
222	EV	Letter C, because [*]
223	FA	C and H.
224	EV	Yeah.
225	MA	<i>É /ʃ/ /ʃ/ xícara. /ʃ/.</i>
226	AN	<i>Ã?</i>
227	FA	<i>Casa.</i>
228	MO	[?]
229	All	[?]
230	FA	[?] So it's C and H. CH.
231	EV	I was thinking [*]
232	GI	I don't think so, because it's only one, one letter [...] of the alphabet, it's not two, together.
233	T	One letter only.
234	GI	One letter only! It's not two together. [*]
235	T	You are missing some steps.
236	GI	I'm missing something. [Reading] The position of the third letter in the alphabet [...] A B C [...] is represented in Roman numerals [...] A hundred, right? That she said. [...] In Portuguese, we
237		can produce the sound /ʃ/ in two different ways. [...]
238		

239	MA	X!
240	AN	X and CH.
241	FA	[Reading] Only one of them [*]
242	EV	Yeah.
243	MO	It's X or CH.[*]
244	EV	Yeah [*]
245	FA	[Reading] makes it possible to write twice and [*]
246	GI	But it can't be CH, it's only ONE letter in the alphabet. It can be it.
247	MA	We can write twice!
248	MO	So, it's H. <i>It is it?</i> [.]
249	FA	We, if we use C and H [*]
250	T	But does H make that sound? In Portuguese?
251	EV	So, it's X. [.]
252	T	And how many times do you need to write it?
253	All	Twice.
254	T	Hmh. [.]
255	MA	Twice.
256	AN	XX [laughing]
257	LU	[moaning in disapproval]
258	T	X X makes what number, in Roman numerals?
259	All	Twenty.
260	GI	AH! Twenty. [.]
261	T	XX makes what number?
262	LU	<i>Ah, já me perdi, pula.</i>
263	T	X makes what number?
264	GI	T.
265	MA	T.
266	GI	T?
267	T	X makes what number?
268	All	Ten.
269	T	If you write it twice what number do you have?
270	All	Twenty.
271	T	Count the position.
272	All	T.
273	GI	Ok, then... Ok, now, makes sense.
274	EV	<i>Ai! Ai!</i>
275	FI	Oh my God, how did you think about this?
276	EV	[reading the next clue] This letter is the position of the current Century we live in.

277	GI	Tw-twenty, twenty [*]
278	EV	<i>Twenty-one.</i>
279	LU	And count [*] U. A B C D E [*]
280	EV	It's the century [*]
281	GI	<i>Twenty-one.</i>
282	FI	Yeah.
283	EV	So, we need to count [.] the letter [.] in the position.
284	GI	T is twenty, twenty-one is [.] [*]
285	LU	[?] <i>S T U.</i>
286	AN	<i>U</i>
287	MA	<i>U, U.</i>
288	LU	<i>DATU</i> /' datu/ This is not a word. [laughing] We're not forming anything, guys! [laughing] [*]
289	MO	<i>Ih...</i> there's something wrong. [.]
290	T	Go, continue, everybody!
291	EV	<i>Ai...! Caraca!</i>
292	LU	<i>Só falta ter contado errado também, né.</i>
293	All	[laughing]
294	MO	Count again, guys.
295	EV	Count again, guys.
296	LU	[reciting the alphabet in Portuguese in the background]
297	EV	[Reading the last clue] This is your last letter! You can return to the class to finish solving the
298		riddle. But, first, this is the position of the last letter: it is the first letter in the name of an
299		important person. If he / she didn't come to class, there would be no class at all.
300	FI	[laugh]
301	All	AH...!
302	MO	M, it's M!
303	MA	M!
304	EV	M!
305	LU	<i>Datum</i> /da'tw̃/?
306	FI	What is [*]
307	MA	<i>Datum</i> /da'tw̃/?
308	FI	What is <i>datum</i> /da'tw̃/? [laughing]
309	MA	<i>Datum</i> /da'tw̃/.
310	GI	There's something wrong.
311	T	THAT'S THE WORD!
312	All	[screaming and applauding in celebration]

APPENDIX M - Class recording transcription: Activity 6

Group 1

File name:	G1A06a
Group	1
Activity:	07
Participants:	Teacher (T), Gael (GA), Jamily (JA), Vitor (VI), Alice (AL), Larissa (LA), Bianca (BI)

Line	Speaker	Utterance
01	GA	Hmh. So... [.]
02	JA	[?]
03	GA	It was the same thing last class.
04	JA	I think the groups are similar
05	VI	<i>É, semana passada era nós quatro</i> [.] [*]
06	GA	[?]
07	AL	<i>Natan</i> /na'tã/.
08	VI	<i>E Natan</i> /na'tã/, é.
09	JA	Yes.
10	GA	[?]
11	VI	What are the question?
12	GA	[Reading] Students A will watch how data helped the food industry. Discuss and make a list
13		of 5 different ways in which you think data can help the food industry. [Laugh] It's the same
14		thing, the, the, the [*]
15	VI	Ah, secrets of Coca Cola. [*]
16	GA	No [*]
17	VI	How Coca Cola make their secret. [*]
18	GA	No, but [*]
19	JA	It's not specific Coca Cola.
20	GA	Not Coca Cola, it's the help [?] [*]
21	VI	No, the reci[*], recipe of Coca Cola is a secret.
22	GA	[?] security [?] [*]
23	JA	But, like, we have to talk in general, it's not a specific food or [*]
24	GA	No, <i>can be</i> , like, <i>ã</i> , the [.] maintain the [.] [*]
25	VI	[Reading] Discuss and make a list of 5 different ways [*]
26	GA	Maintain the... [.] wait [.]

27	JA	We can, we can say the secret from [*]
28	GA	Maintain the quality. [*]
29	VI	Secret of families, secret of families [*]
30	JA	Yes.
31	VI	Making gelato.
32	GA	Yeah. [.] <i>Vou botar, I'll put, I'll put</i> , ah, family, family, ah, family secret. [.] [reading as he
33		writes] family [.] <i>secrete /se'krate/</i> [*].
34	VI	<i>Secrete /se'krate/</i> .
35	JA	Is [*]
36	GA	Ahm. Maintain quality. [.] I don't know. [reading as he writes] Maintain [.] quality [*] yeah,
37		like, if you have data, I don't know, information about the [?] of something, you maintain the
38		quality, because it doesn't [*]
39	VI	Ok, ok, ok.
40	GA	Maintain quality, ah... [.]
41	VI	[mumbling the written notes] ah... [.]
42	GA	<i>And now?</i> [reading the list] maintain quality, family secret [.] [hissing]
43	JA	Secret about new products? <i>Can be?</i>
44	VI	<i>Entra né, entra no</i> [*]
45	JA	<i>Is all about secrets.</i>
46	GA	Yeah. No, no, but it can be more than secrets, like [.]
47	JA	Make passwords?
48	VI	Ah, yeah, a control access [*]
49	GA	Control access to [*]
50	VI	To new products, to, <i>é</i> , recipes [?]
51	GA	Control ac[*] yeah, <i>péra aí, calma</i> [sigh] I don't know how to write anymore. [giggle]
52		[reading as he writes] control [giggle]
53	VI	<i>É com N, tá?</i>
54	JA	[giggle]
55	GA	I know, I know, I know that is <i>com</i> , access, I know how to write access, I know.
56	AL	A C [*]
57	GA	I know, I know, A C E [*], A C E [*]
58	VI	I think is double C.
59	GA	S S.
60	JA	No, It's not double C.
61	GA	No, not double C.
62	LA	Access is double C.
63	GA	<i>É</i> , double C, yeah. [giggle] I don't know how to write anymore. Sorry. [?]
64	JA	It's OK.

65	VI	In English it's not, like [...] [*]
66	JA	We can understand.
67	GA	My, my passion.
68	JA	<i>Two lefts.</i>
69	GA	Ah... [...]
70	VI	Ah, maybe regular, regular [*]
71	GA	Regu [*], regulala [*], regu [*], regularize, like [*]
72	VI	No, no. Regular, ahm [...] ah, [?] <i>questions for people</i> , like [*]
73	GA	Question?
74	VI	Yeah, like, ah [...] what people want to eat, what people want, the products [*]
75	GA	AH! I know, I know, I know, I know.
76	JA	But it's about <i>news</i> , not? New products.
77	GA	No, how can I help the food industry in general, so [*]
78	VI	Yeah, <i>data /data/</i> , <i>data /data/</i> is about information.
79	JA	<i>How we write this?</i>
80	VI	<i>Ā</i> , it's interview [*]
81	GA	KNOW, know, <i>é</i> , know people interest.
82	VI	Yeah.
83	GA	Know people interest.
84	VI	People interest.
85	GA	[?]
86	JA	Interview is [?]
87	GA	AH, no, but in [*]
88	JA	<i>Another.</i>
89	GA	Ah, another one [?].
90	JA	Yeah. Interview people, I think it's a good one. [...] Like, listen people opinions too. [...]
91	GA	Know people interest. [?] like, interviews?
92	JA	I think interview is a good one.
93	VI	Nah, I think, know the people's interest [*]
94	GA	Not, but in interviews itself doesn't help, like, the food industry.
95	JA	Yeah, OK.
96	LA	One more. [...] [?]
97	GA	<i>É</i> , what?
98	LA	What people [?]
99	GA	Like?
100	VI	No, is [*]
101	GA	Buy, ah.
102	VI	Yeah, is about the interest.

103	GA	No, yeah, <i>is about the interest</i> , interest.
104	VI	What are the buy, what they are buying [*]
105	GA	Yeah.
106	VI	What they want to buy.
107	LA	Ah, OK.
108	GA	[Radingt] know people interest. Family secret, maintain quality, control access, know people
109		interest. [...] ah [...] the last one, I have no idea, like. [...]
110	JA	Money? [...]
111	VI	What is more rentable?
112	BI	The price of the, the, the [...]
113	VI	What is more rentable?
114	GA	É, rentability. It can be rentability. [...]
115	VI	[?] Do it.
116	GA	Renta [*], rentability. Ah, <i>it can be</i> .
117	JA	<i>Então</i> , finish.
118	GA	<i>My letter is worse</i> . [Reading] fa [*], family secret, maintain quality, control access [giggle]
119		Know, what? [*]
120	VI	[?]
121	GA	[Resume reading] know pe [*], know people's interest and rentability.
122	AL	[?]
123	JA	<i>Me sinto uma jornalista, sabia, chegando o microfone perto.</i>
124	GA	<i>Qual sua opinião sobre a tal, tal coisa, tal coisa?</i>
125	JA	É, <i>tipo isso</i> . [...]
126	AL	[?] <i>tinha que ter nome de criança, de aluno, de lá.</i>
127	GA	É <i>de lá debaixo, eu acho. Não sei.</i>
128	JA	<i>Não, eu acho que foi naquele vizinho que tem a casa azul. Terraço dele é enorme?!</i>
129	GA	<i>Ah, é, pode ser também.</i>
130	JA	Ã-hã. [...]
131	AL	<i>Acho que a minha pressão abaixou.</i>
132	JA	<i>Não quer ir lá beber mais água, não?</i>
133	VI	<i>Tem alguma coisa salgada?</i>
134	GA	<i>Salgada.</i>
135	BI	<i>Um negócio doce.</i>
136	AL	<i>Não, mas vai ficar tudo bem.</i>
137	VI	<i>Se a pressão abaixou [?] salgada.</i>
138	GA	<i>Uma coisa salgada, né?</i>
139	JA	<i>Quer ir lá embaixo, não? Eu vou com você.</i>

140	GA	<i>Tinha uma vez que eu tinha visto que bagulho de sal não ajuda muita a, a pressão, que é uma</i>
141		<i>coisa da, sal não aumenta pressão, só a [...] ah, deixa.</i>
142	AL	<i>Se ficar no sol [*]</i>
143	JA	<i>Então tá bom [*]</i>
144	AL	<i>A pressão abaixa, né? [...] quem já tem pressão baixa, abaixa mais ainda, né?</i>
145	JA	<i>Eu acho que é. [*]</i>
146	GA	<i>Ficar no sol? É. [*]</i>
147	JA	<i>No calor fica mais [*]</i>
148	GA	Yeah, maybe. [He spotted the teacher approaching the door and switched back to English]
149		[door opening]
150	T	Hi, you can come back, come back in.
151	JA	OK.
152	T	Have you finished there?
153	ALL	Yes.
154	T	Thank you.

File name:	G1A06b
Group	1
Activity:	07
Participants:	Taís (TA), Flávia (FL), Armando (AR), Natan (NA), Teacher (T)

Line	Speaker	Utterance
01	TA	[Reading] Students B will watch how data helped medicine. Discuss and make a list of 5
02		different ways in which you think data can help medicine.
03	FL	Medicine?
04	TA	Yeah. [...]
05	FL	[?] the difference [?] help health that are poisonous. Poisonous? [...]
06	BI	[?]
07	FL	I don't know how to put it into words.
08	BI	To know what is, what is safer? [...]
09	AR	Hmh?
10	FL	I know how to write [?] [...] [?] [...]
11	BI	Ã, the words?
12	TA	To know what can be dangerous. [...]
13	BI	To know what medicine to use in the patients.
14	FL	Mm-hmm. [...]
15	AR	To know how to treat extinct diseases, disease.

16	TA	To know?
17	AR	How [.] to treat [.] <i>you can put</i> old diseases. [.]
18	TA	Old?
19	AR	Yeah. Or forgotten. [.]
20	TA	And one more.
21	NA	I don't know. [.] Ah, we can, data, data can be the information about the patients, too, yes?
22	AR	Yeah.
23	BI	Oh, yeah.
24	TA	OK. [.]
25	FL	Forgot how to, to, write patients in English.
26	BI	P A.
27	FL	P A.
28	AR	C Y.
29	BI	C Y [.] N T?
30	FL	[?] right?
31	BI	Mm-hmm. [.]
32	AR	Patient.
33	FL	<i>It's like that?</i>
34	AR	I N T S, I hope.
35	TA	Do you [.] something about the question?
36	FL	I liked just a little bit.
37	AR	<i>Where do you wrote?</i> Do you remember the page?
38	FL	In the last one.
39	AR	mm-hmm. [.]
40	FL	[?] Can we sit? [.] [?] [.]
41	BI	<i>QUE?!</i>
42	FL	<i>Eu acho que algum bicho me mordeu</i> [?]
43	BI	<i>Que bicho te mordeu?</i>
44	FL	<i>Não sei</i> [*]
45	BI	[?] tss, tss [imitating the sound of repellent spray]
46	FL	<i>Não, serious, eu não sei o que que é isso, são duas bolinhas</i> [?]
47	BI	[?]
48	FL	[?]
49		[door opening]
50	T	Thank you!
51	BI	<i>Ôxi! Já?</i>
52	T	You can come back, thank you.
53	FL	Ready!

Group 2

File name:	G2A06a
Group	2
Activity:	07
Participants:	Gisele (GI), Mônica (MO), Filipa (FI), Fantine (FA), Teacher (T), Bruna (BR), Mariana (MA)

Line	Speaker	Utterance
01	GI	[Reading] Students A will watch how data helped the food industry. Discuss and make a list
02		of 5 different ways in which you think data can help the food industry.
03	BR	Ahm [.]
04	GI	Identifying organic [..], organic food? Like, you know, which is healthier to people? Like
05		that?
06	BR	Maybe, maybe [*]
07	FI	I don't know. [giggling]
08	BR	This is hard!
09	FI	It's an option.
10	GI	Ok. [?] this, like. [.]
11	FA	Ã [.] Ã [.] AI identify, ahm. Organic food. I don't know. [.]
12	GI	It's hard to write like this.
13	FA	Yes. [.] Maybe [.] ahm, like doing another types of food, like, I don't know with you saw,
14		like [*]
15	GI	Like, uhm [*]
16	FA	Like meat, meat made by, ahm [.] <i>impressora 3D</i> .
17	GI	Uhm, I never saw that.
18	FA	Yes, it [*]
19	GI	True? [*]
20	FA	Yes, it's true [*]
21	GI	How can I write this?
22	FA	Uh [*] I don't know, like, ahm [*]
23	GI	3D, 3D... [*] [giggling]
24	BR	[giggling]
25	GI	I never saw that.
26	FA	Yeah, it's, it's, it's, like [*]
27	GI	It's creepy!

28	FA	The... [.] I don't, I don't know if it was a computer or another stuff, but it, like it made the,
29		the meat [*]
30	GI	Hmh [*]
31	FA	Entirely, like, every cell.
32	GI	That's so, that's so cool!
33	FA	I don [*] I, I don't remember if it was really <i>a meat</i> or if it was, like, <i>a fish</i> , a piece of fish. I
34		don't, I don't know.
35	GI	This is very [?] Oh my God, I'm gonna write 3D impression [*], and then we explain, right?
36		[.] <i>Impressions</i> , like that? I don't know. Copy. Could be copy, right? Or [*]
37	BR	I think it could be. [*]
38	GI	Is it <i>Impression</i> ? Or copy? [.] I forgot [laughing] the words. [.]
39	FA	<i>Put impression</i> , I don't [*]
40	GI	<i>Impression</i> , yeah. [.] Ok, there is something, like, when [.] they started using, ahm,
41		<i>agrotóxicos</i> to make food, like, faster, grow faster, you know? How do I say that in English?
42	FA	It's not <i>agrotóxico</i> , it's [*]
43	GI	It's like, ah... [.]
44	FA	<i>Geneticamnte modificada</i> [.]
45	GI	I don't know how to [*] [giggle]
46	FA	[giggle] Modified [.] [*]
47	GI	Ahm, genetic modified organisms to [*]
48	FA	Yes, yes [*]
49	GI	Yeah?
50	FA, GI	[giggle]
51	FA	[giggling] <i>A gente não tá lembrando nenhuma palavra.</i> [.] <i>Ai, meu Deus!</i>
52	GI	Gen [*], gen [*] How do I write? [laughing] It's like genetic? Like, the way I say it?
53	?	[late comer greeting the group] Hello, Hi!
54	BR	Hi!
55	FA	I think it's not genetic.
56	GI	Ge [*], ge [*]
57	FA	Genetic? It's [*]
58	GI	[giggling] I'm gonna write my way.
59	FA	[giggling] OK.
60	GI	[giggling] I'm feeling really dumb right now.
61	FA	[giggling]
62	GI	How do I say modified? Modified organisms [.]
63	FA	[giggling] Oh my god! [.]
64	GI	Ahm, four. Oh my God, we [*] I don't know.
65	FA	It's, like [.]

66	GI	Oh my God, I don't know.
67	FA	Me too.
68	EV, MO	[EV and MO arrived late and greeted the group before opening the door] Hello.
69	GI	Hi!
70	FA	Hello.
71		[door opening]
72	T	Talk to them, talk to them.
73		[door closing]
74	GI	Like, improv[*] improved, like [*]
75	MO	Hello! [.]
76	GI	Do you wanna help?
77	MO	<i>Ele falou que é pra gente vir pra cá.</i>
78	GI	OK. [.] We are, we need to, to have, like, five topics about how data helped the food industry.
79		[.] Yeah. We did three already.
80	EV	<i>I forgot what is data.</i> [giggling]
81	GI	It's like, uh, reserach [*]
82	EV	Ok, ok.
83	GI	The one that we saw [.] [*]
84	MO	<i>DATUM</i> /da'tw̃/!
85	GI	Last class, you know? [*] <i>Is</i> [*] Yes! Research and everything and how this helps.
86	FA	Yes.
87	EV	[Reading] Identify organic food.
88		[MA arrived late and greeted the group outside. She entered the classroom, but was sent back
89		to join them on the outside discussion]
90	GI	Yeah, like, you know when people know what, what, what is health for hem, for them to eat,
91		you know? Organic food.
92	EV	Yeah.
93	GI	<i>3D impressions</i> , she said that they can make food <i>impressions</i> , like, 3D version? And Genetic
94		modified organisms it's, like, when you use, uh, [*]
95	MA	I lost [giggle] [*]
96	GI	Things to improve the, the production of [.] the food, you know?
97	EV	Ok.
98	FA	And now we have two last topics.
99	MO	Like, uh, a food industries, right? We can talk about the, the, I forgot the name in English,
100		like, <i>embalagens</i> ? [.]
101	GI	I don't know how to say that in English too.
102	EV	Yeah, I don't know, but we can say plastic.
103	MO	Yeah, plastic [*]

104	EV	Plastic [*]
105	MO	About the plastic, cause some, some industries have the <i>embalagens</i> [...] <i>é...</i> , <i>sustentáveis</i> .
106	EV	<i>The plastics, sustainable plastics.</i>
107	GI	Sustainable [...] plastic. [...]
108	MO	[sigh] My God, it's SO hot!
109	MA	<i>Me ajuda aí, tô perdida.</i>
110	EV	We need to, to, to find [...] som [*] five ways to, that data can help the food industry. Like,
111		researches that can help the food industry. [...]
112	MA	[reading in a low volume] identify [...]
113	MO	We can talk about the, I forgot the name in English too, about <i>higiene</i> . [*]
114	GI	Hygiene. [*]
115	MO	<i>Higiene de produção.</i>
116	GI	Hygiene, hygiene. How do I write hygiene?
117	EV	I don't know. I think it's H Y G[...] I E N E.
118	GI	Like this?
119	EV	I think it is.
120	GI	OK.
121	MO	Like, so, <i>hygiene production or production hygiene?</i>
122	EV	<i>Hygiene production, no?</i>
123	GI	Wait [*]
124	MO	<i>Higiene de produção.</i> [...] You don't know what is [*]
125	GI	I don't know <i>how</i> is the right one. [*]
126	EV	Can we, we, we can search [*]
127	GI	Hygiene production or [...] [*]
128	EV	on Google, right? [*]
129	GI	Production hygiene.
130	FA	I, I think so.
131	MA	What is it? Thirty, <i>é</i> thirty? In Number 2?
132	EV	Three. [*]
133	GI	<i>3D impression.</i>
134	MA	Ah, 3D increasing?
135	FA	<i>Impression.</i>
136	MA	<i>Ã? Ah tá. Não tava entendendo.</i>
137	EV	Production hygiene.
138	GI	Production hygiene, OK, I'm just gonna [*]
139	T	[door opening] Hey, everybody [*]
140	FA	Hey.
141	T	How's it going? You're about to finish, right?

142	EV	Yeah.
143	T	Did you get, uhm [*]
144	MO	So, production in the first [*]
145	T	Up to date with what they're doing?
146	EV	Yeah.
147	T	OK. Just a moment, OK? [door closing]
148	GI	OK, like this?
149	MO	Yeah, production hygiene.
150	GI	My, my [*]
151	MA	[reading] production hygiene [*]
152	GI	Handwriting is not good with [*]
153	FA	It's ok.
154	GI	Ok, finish.
155	MO	Ok, we finish, then?
156	EV	Yeah.
157	GI	Yeah, we have to wait here because they're doing a [*]
158	EV	They are doing [*]
159	MO	<i>What we need to do?</i> [*]
160	GI	We have to [*]
161	MO	We need to <i>apresentation</i> that? [*]
162	GI	To watch a TEDtalk and we, me and her, we watched about data on Medicine and they're
163		watching about food industry. Data in the food industry. And then we have to take notes
164		about each other's TEDtalk, you know?
165		[door opening]
166	MO	[faking a sad laugh] ahn-ahn-ahn-ahn, I wanna kill myself. [.]
167	T	Don't do it. [.] Thank you, excuse me, I'll stop the recording.
168	MO	OH! <i>How I can say embalagens</i> in English?
169	T	Packaging.
170	MO	Packaging.
171	GI	Packaging!

File name:	G2A06b
Group	2
Activity:	07
Participants:	Sônia (SO), Luana (LU), Bruna (BR)

Line	Speaker	Utterance
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01	SO	<i>Ôxi, como que eu vou desbloquear?</i>
02	LU	Uh, I guess it's recording, isn't it? [.] Isn't it? <i>Ih, gente!</i> [.] It's recording [*]
03	SO	Ah, OK.
04	LU	Uh, [reading] Students B will watch how data helped medicine. Discuss and make a list of 5
05		different ways in which you think data can help medicine. Ah [.] oh, O [*], Ok. I mean. Yeah.
06	SO	[giggle] different ways [*]
07	LU	What's the definition of data? [giggle] I forgot.
08	BR	I think it is [*]
09	LU	Information? [*]
10	SO	<i>Dados.</i> Yeah. Information. [.]
11	LU	Ahm, so, ahm, technological progress? Like [*]
12	SO	Ok.
13	LU	It's information being passed.
14	SO	Yeah.
15	BR	Yes, I think it is the first. [.]
16	SO	[reciting while writing] technological [.] I think the second can be [*]
17	LU	Second one, information, medicine [.] Uh, to understand the [.] diseases, like, what do you
18		have? What's the problem, then the data can help us to find out [*]
19	BR	Oh, ok, the <i>informations</i> of the [*]
20	LU	Disease, yeah [*]
21	SO	Ah, ok.
22	LU	How do you write this? [giggle]
23	BR	I don't know [giggle] [.]
24	LU	I'll just put [reciting while writing] info [.] about [.] diseases, I don't know if [*]
25	BR	This is difficult.
26	SO	Ahm, three [.]
27	LU	Ahm [.] information about how to [..], about [.] the cure? Of certain diseases? I don't know.
28		Like, for example, uh, the flu was [.] a-a very bad, uh, disease some years ago, and then
29		nowadays it's just a common thing thanks to data, I think, cause [.] yeah.
30	SO	Ok, but, but I think it is the techno [*] the process [*]
31	BR	Yes, I think is the similar.
32	LU	[?] technology, but [*] [.] Yeah, ok, so.
33	SO	I think.
34	BR	<i>É</i> [giggle]
35	LU	I don't know. [.] Like, searching for [.] for [.] for the cure, the cure of certain diseases. I don't
36		know. Any, any ideas? Any better ideas?
37	BR	This's so difficult!
38	SO	Yeah. [.]

39	LU	Hmh... [*]
40	SO	We have to think about [...] five?
41	LU	Guess so.
42	SO	My God. [...]
43	BR	I'd say the study more the other things and the old data, <i>datas</i> , but I think is the similar to the
44		others [*]
45	SO	Yeah.
46	BR	The first and [*] [...]
47	LU	I guess we summarized it pretty well, cause [...] like, the first one is [*]
48	SO	is [*]
49	LU	We actually summarized [...] everything. [...]
50	SO	Oh my God, I don't know. [...]
51	LU	Diseases. Data. [...]
52	BR	Yeah, it's a problem. [...]
53	LU	Like, how to deal with pandemics, maybe? Because [...] because of technology progress the
54		we can <i>handle with</i> crisis a little better?
55	SO	<i>Ã</i> , ok. [...]
56	BR	Ok.
57	LU	[giggle]
58	BR	[giggle]
59	LU	<i>Começando a inventar coisa.</i>
60	SO	<i>Num tem nada mesmo. Coloca o que vier na mente.</i> [giggle]
61	BR	[giggling] <i>Qualquer coisa.</i>
62	SO	<i>Ã-hã.</i>
63	BR	[giggling] <i>Inventa qualquer coisa.</i>
64	LU	[laughing]
65	SO	[laughing]
66	LU	<i>Ops.</i>
67	SO	I forgot [*] [laugh]
68	BR	[laugh] [...]
69	All	[laughing]
70	SO	<i>Ops.</i>
71	LU	[laughing] Stopped. [talking to the recorder] <i>Matheus</i> /ma'tewʃ/, I'm sorry.
72	BR	[laugh]
73	LU	Ahm, right, like. [...] Like, [?] fake news? [...] Like, it's easier because of data. Like, fake news
74		and medicine usually [*]
75	SO	Ah, ok, <i>ã</i> , ok!
76	LU	OK, ahn! [laugh]

77	BR	Only one left, ok. [.]
78		[door opening]
79	T	Hey, girls, have you finished?
80	All	No.
81	T	Ok, so speed up, OK? Cause they're about to come out, <i>lá ele</i> .
82	BR	Oh my God, girls.
83	LU	<i>Não trabalho bem sob pressão</i> . [.] there's, there's only one left. Let's come up with
84		something, <i>inventar qualquer coisa, gente</i> . [.]
85	BR	Because all the things [*]
86	SO	<i>Eu só consigo pensar em cura</i> . [*]
87	BR	In the, the first.
88	LU	Yes, like, we summarized everything in the first one, so [*].
89	SO	Ehm /ẽ/... [.]
90	LU	Uhm [.] Oh! Like, ahm, like, the, we can take it from the technology progress, so, can, like
91		medicine turned a little bit <i>more cheaper</i> because of it? [.] Because like, uh, we, we improved
92		medicine in a way that [*]
93	T	Time's up.
94	LU	Everyone can have it. [*]
95	T	Done? [.] Ok, how many do you have?
96	LU	Four.
97	T	Good. [.] Just a moment, lemme just stop the recording.