Translanguaging Classroom Discourse: A case study of scaffolding strategies in a bilingual third grade classroom in Portugal

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Abstract

The use of translanguaging strategies as effective methodological practices for bilingual/CLIL classrooms is a new endeavour in many countries. This study aims to showcase the translanguaging and scaffolding strategies used by two teachers and eighteen pupils in a bilingual third grade class in a private school in northern Portugal. Data were collected for a six-month period through participant-observation using a single case study design with multiple embedded units of analysis. Data analysis was performed qualitatively by examining language use in fieldnotes from classroom observations and audio recordings of lessons in Natural and Social Sciences and English Language as well as a pupil survey and the analysis of reflections written by teachers. A total of 26 categories were derived from this analysis to investigate the types of translanguaging and scaffolding strategies used by teachers and pupils. These strategies can serve as examples of best practices for managing multiple languages for, of, and through learning in bilingual/CLIL settings.

Keywords

Translanguaging; language use; scaffolding; bilingual education; CLIL.

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Resumo

O uso de estratégias de *translanguaging* como práticas metodológicas eficazes para salas de aula bilingues/CLIL constitui uma nova abordagem em muitos países. O presente estudo visa apresentar as estratégias de *translanguaging* e *scaffolding* utilizadas por dois professores e dezoito alunos numa sala de aula bilingue do terceiro ano numa escola privada no norte de Portugal. Os dados foram recolhidos por um período de seis meses, por meio de observação participante, num estudo de caso com várias unidades de análise incorporadas. A análise dos dados, realizada qualitativamente, incidiu sobre a utilização da língua em notas de campo feitas a partir de observações e gravações áudio em aulas de Estudo do Meio e Língua Inglesa; um questionário dirigido aos alunos; e reflexões escritas de professores. Estabeleceram-se 26 categorias de análise, que foram usadas para debater os tipos de estratégias de *translanguaging* e *scaffolding* usadas por professores e alunos. Essas estratégias podem servir como exemplos de práticas eficazes na utilização e aprendizagem de diversas línguas em ambientes bilingues/CLIL.

Palavras-chave

Translanguaging; uso da língua; *scaffolding*; educação bilingue; CLIL.

1. Introduction

The learning and teaching of *named languages*[2] in Europe has gained attention in the last decades. For instance, the Barcelona European Council of March 2002 recommended the early introduction of second and foreign languages in order to "improve the mastery of basic skills in at least two foreign languages" (Eurydice, 2017, p. 11). Being able to effectively communicate in these named languages has brought to the forefront a number of attempts to implement bilingual programmes and methodologies, including Content and Language Integrated Learning (CLIL). In order to address these changes in education in Portugal, the conditions and contexts for the successful implementation of CLIL must be explored. This chapter reports on a selection of data from a postdoctoral study conducted in a third-grade classroom [8-9 year olds] in a private bilingual school in northern Portugal. It aims at showcasing best practices carried out by two teachers and their eighteen pupils regarding key recognised strategies as well as new strategies for translanguaging

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[2] According to Makoni and Pennycook (2007), a named language, which is typically identified with nation-states, refers to such social categories as 'Arabic', 'Bulgarian', 'English', 'French', 'Igbo', 'Spanish', 'Swahili', etc. The term will be further discussed in the literature review section.

and scaffolding. Data were collected over a six-month period, totalling 19 visits to lessons in Natural and Social Sciences (NSS) and English Language (EL). The chapter is organised as follows: (1) Literature review about translanguaging and scaffolding; (2) a brief description of the research site and data collection; (3) a detailed data analysis; (4) a discussion of main findings regarding the key strategies used; and (5) a conclusion and recommendations for the implementation of CLIL.

2. State of the art

2.1. Translanguaging

This literature review does not aim to provide a full historical account of the development of the concept of translanguaging; however, it sheds light on some important understandings regarding the term. Language is defined as "the widely distributed human capacity to relate to others and to communicate ideas through a semiotic (meaning-making) repertoire that includes linguistic features (words, sounds, structures, etc.) and multimodal features (such as gestures, images, sounds, etc.)" (García & Wei, 2018, p. 1). The Welsh term *trawsieithu* originated from Cen Williams' (1994) original work on minority language revitalisation efforts, where pupils in bilingual Welsh/English classrooms alternated languages for the purposes of receptive or productive use. Baker (2001) later translated the term into *translanguaging* by adding *trans* to *languaging* and by building on previous sociocultural theories of second language acquisition. The term *languaging* was also used by Swain (2006) as "a means to mediate cognition" (p. 27) while producing and negotiating meaningful output. Ofelia García (2009) has, no doubt, contributed most deeply to the development of the concept regarding the education of minoritised learners.

In its first conceptions by Williams (1994) and Baker (2001), translanguaging included samples of listening, speaking, reading, and writing. Kress (2015) further proposed a multimodal semiotic view, where linguistic signs are considered part of a larger repertoire of modal resources. Feller (2018; 2021) then contributed by reporting on (1) the bilingual, bicultural, and biliterate practices of first- and third-grade Indigenous children in a Mbya-Guarani community in Brazil and (2) the translanguaging and scaffolding strategies used by pupils and teachers in a private third-grade classroom in Portugal as they used their named languages. While named languages are seen as static, standardised competences one might acquire, in the current study they are used to differentiate between the two languages used by its participants (i.e. English and Portuguese). According to Wei and Lin (2019):

Translanguaging is not an object or a linguistic structural phenomenon to describe and analyse; it is a practice that involves dynamic and functionally integrated use of different languages and language varieties, but more importantly a process of knowledge construction that goes beyond language(s). (p. 212)

The concepts highlighted here fuse together to become the precepts of translanguaging used as the theoretical framework for this chapter. As pupils and teachers co-construct meaning in bilingual/CLIL classrooms, they translanguage fluidly. When teachers focus on "educating ALL students, regardless of their language practices, to maximise meaning making, creativity, and criticality of their educational experiences" (García, 2019, p. 370), they move beyond only educating pupils to acquire a specific language code (or a named language). They create what Wei (2018) describes as "linguistics of participation" (p. 15), where teachers and pupils participate in the co-construction of knowledge. In this study, both teacher and pupil translanguaging practices are considered according to Lewis *et al*. (2012a), who differentiate pupil-directed translanguaging from teacher-directed translanguaging. The latter "involves planned and structured activity by the teacher and is related to translanguaging as a transformative pedagogy" (Lewis *et al*., 2012b, as cited in García & Wei, 2017, p. 233). Pupil-directed translanguaging relates to the pupils' own use of their named languages, independently of whether translanguaging is elicited by the teacher or not. In contrast, teacher-directed translanguaging involves the instances where the teachers themselves translanguage, either *for communicating* or *for delivering academic content* (Nikula & Moore, 2016). These translanguaging types were fully accounted for during data analysis in the current study, marking a contribution in Portugal to the very few studies which have taken translanguaging as a pedagogical approach.

2.2. CLIL and Scaffolding

CLIL most resembles the description of "dynamic" bilingualism (García, 2009), where pupils develop a unique linguistic repertoire by adding features from their named languages, regardless of their respective competences. According to Ellison (2014), in a CLIL pedagogy:

Language is used as a tool for the transmission of content knowledge and an expression of understanding and learning. In contrast to foreign language lessons where language is the subject and aim, and curricula are designed to account for systematic progression in language learning from easier to more complex grammatical structures, in CLIL, focus is on the use of language. This ignores 'grammatical hierarchies' in favour of functional exponents to express meaning. (p. 58)

Accordingly, teachers who adopt CLIL must be very clear about the concepts and the skills with which they are trying to equip young people, and language as a learning tool should operate in three ways: o*f, for*, and *through* learning (Coyle *et al*., 2010). The authors affirm that "CLIL is not about 'translating' first-language teaching and learning into another language" and that "integrative learning *through* a second or additional language is needed, based on a conceptual theoretical framework" (p. 27). The language of learning refers to the language of the subject content, and language for learning is the language used to discuss and analyse content. By learning *through* language, pupils articulate their understandings and create new meaning. This learning process is aided by the use of different scaffolding strategies within bilingual/ CLIL programmes; for example, by using translanguaging in classroom specific contexts where the whole language repertoire of a pupil is needed to make sense of the content.

When language is used in a meaningful way through translanguaging, new linguistic and multimodal features can be added to a pupils' repertoire even though instruction is given through a language unfamiliar to them such as those used in CLIL classrooms. By working within a pupil's zone of proximal development (Vygotsky, 1978), i.e., "the distance or the cognitive gap between what a child can do unaided and what the child can do jointly and in coordination with a more skilled expert" (p. 13), teachers scaffold this learning process through several strategies. For example, a teacher can use visuals as scaffolds such as a PowerPoint with figures to discuss a new concept in English in a Natural and Social Sciences lesson or pair a native English speaker with a non-native English speaker in the same lesson to help both children understand the content and develop bilingually. Bruner (1978) describes scaffolding as "the steps taken to reduce the degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring" (p. 19). Once the skill is developed, the scaffold can be removed; thus, scaffolds are deemed temporary (Ellison, 2014; Gibbons, 2015). Some examples of scaffolding are modelling, recall, reinforcement, and the use of visual aids.

In this study, translanguaging is not seen as a scaffold, in other words using one's first language to learn a second or third language. Pupils' languages are seen as a unique linguistic repertoire, and once they learn a new named language, it does not mean that the 'other' language is taken away. Scaffolding and translanguaging, as strategies, are used interchangeably with the concept of *funds of knowledge* (González *et al.*, 2005). The research on funds of knowledge refers to the "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (González *et al.*, 2005, p. 133), such as those used by bilingual Latino children in the U.S. Southwest. The funds of knowledge that children bring into the classroom serve as basis for the pedagogical approach used by teachers who allow translanguaging practices, i.e., the use of a multimodal language repertoire, as scaffolds in the classroom.

3. Materials and Methods

3.1. Research Context

The private primary school in which this study took place is located in an urban area in northern Portugal and has a nursery, preschool, and primary school (up to 4th grade). For data collection, a bilingual third-grade classroom [8-9 year olds] was observed for a six-month period. The school offers CLIL provision where pupils (majority Portuguese speakers) are taught subject content in the Natural and Social Sciences (NSS) classes through English. They also have English Language (EL) lessons as a curricular subject. These classes are taught by Teacher 1 (T1). Teacher 2 (T2) is the primary generalist teacher. For the purposes of this study, both the NSS and EL lessons were observed once a week, totalling 19 visits (each visit lasted around 2 hours). The NSS classes took place four times a week. In the EL lessons, which took place three times a week, besides working on grammar and syntax, pupils learned subject-specific vocabulary necessary for their participation in the NSS classes. Data from both classes were used for data analysis as translanguaging and scaffolding occurred naturally in these contexts.

3.1.1. Participants[3]

The participants observed include two teachers and eighteen children, eleven boys and seven girls. Their age ranges from 8-9 years old.[4] All children except one spoke Portuguese at home. This child spoke four languages at home. According to the bilingual (English/Portuguese) questionnaire administered to all pupils regarding their bilingual practices, about half of the children claimed to also speak English at home although Portuguese was their first language (some use English with parents to do their homework or to play games). All students, except for one child, have been at the school since first grade, and about half of them started during preschool. Thus, they have been participating in CLIL lessons since they entered the school.

T1 was the NSS and EL teacher and was born in South Africa. While there, her first language was English, which she used most (both at school and at home). Her second language was Portuguese (taught by a private tutor). At the age of 16, she moved to Portugal and mostly used Portuguese although she continued to study English. T1 has a Bachelor's degree in Modern Languages and Literature with a specialisation in Translation and also has a second Bachelor's degree in Primary Education. She has worked as an English language teacher for 22 years. T1 has not had any CLIL training but has become familiar with the approach by reading and visiting websites related to CLIL to find new ideas for teaching approaches.

T2 was the generalist teacher and taught all other subjects. She served as a facilitator in the NSS lessons by aiding the pupils' comprehension of content by using Portuguese. She also used English when she deemed it necessary. She was born and raised in the north of Portugal. She speaks Portuguese as her first language and learned English as a curricular subject at school. She has a Bachelor's degree in Primary Education, a Postgraduate degree in Pedagogical Supervision and a Master's degree in Special Needs Education.

3.2. Research Questions

The study was designed to analyse the ways in which two named languages coexisted through translanguaging and were used by teachers and pupils in this particular bilingual classroom. The study aimed to provide answers to the following overarching questions:

[3] All participants have been given pseudonyms for privacy purposes.

[4] Data for this section were taken from the bilingual questionnaire administered during the study.

(1) When do teachers and pupils use their named languages (i.e. English and Portuguese) in the NSS classes?
(2) For which purposes do teachers and pupils use translanguaging strategies in this classroom?
(3) What are the functions of scaffolding strategies in this classroom?

3.3 Data Collection

This study was conducted through participant-observation (Heath, 1982; Watson-Gegeo, 1988; Hammersley & Atkinson, 2007), following a single case-study design with multiple embedded units of analysis (Yin, 1994). The data collected were primarily of a qualitative nature, although quantitative data played a supplementary role (Heath, 1982; Hammersley & Atkinson, 2007). As such, the frequency of instances a strategy was used supports the main findings of the current study. The data collected include:

(1) Fieldnotes and voice recordings taken during weekly classroom observations.
(2) T1 and T2 written reflections based on open-ended questions regarding their use of language during instruction. They were collected four times and could be responded to in either named language. T1 also volunteered a final written reflection.
(3) Bilingual questionnaire administered to all pupils regarding their bilingual practices. It could be answered in English or Portuguese.

3.4. Data Analysis

Qualitative data analysis was performed through the analysis of language use in fieldnotes from classroom observations, audio recordings of NSS and EL lessons, and the pupil survey, and through content analysis (Bardin, 1977/2011) for the teachers' written reflections. Data triangulation was completed through an analysis of the fieldnotes/recordings, written reflections/survey, and literature review to validate the findings (Watson-Gegeo, 1988; Yin, 1994). The steps taken for data analysis were:

(1) Data logging: The hand-written fieldnotes were entered into an Excel spreadsheet;
(2) Transcription of audio recordings: Initially, most classroom interactions were recorded in the fieldnotes. After two months, preliminary categories were delineated and used for collecting specific fieldnotes containing instances of translanguaging and scaffolding practices. Fieldnotes were complemented with the transcription of excerpts of the audio recordings (105 minutes were purposefully transcribed, resulting in a total of 410 excerpts);
(3) Vignette selection: After an extensive review of the researcher's handwritten fieldnotes and analysis of audio transcripts, vignettes were selected based on two criteria: (i) the representativeness of the pedagogical approaches to translanguaging and (ii) the interactive practices and scaffolding strategies observed in their respective dataset;
(4) Data coding (Creswell, 2007, 2012a): Qualitative analysis of the compiled notes (1 and 2) regarding the teachers' and pupils' language practices through the elaboration of categories (Table 1)[5] which revealed a total of 26 categories. These categories resulting from the data analysis were later validated and expanded in in-person meetings with the teachers in the study;
(5) Creation of a thematic network: After identifying and compiling the thematic network (Creswell, 2012) of the categories of strategies listed, each considered as an embedded unit of analysis, these categories were then divided according to the use of English and/or Portuguese and the use of scaffolding strategies.
(6) Content analysis of teachers' written reflections: Following data collection, the emerging themes related to their use of translanguaging and scaffolding strategies were identified and correlated to the categories that had been previously established by the researcher and the participating teachers.

[5] This table has been adapted from the original report in Feller (2020).

TABLE 1. The 26 strategies divided into two (2) categories.

Uses of English and/or Portuguese	Scaffolding Strategies
For the clarification of content	Classification
For keywords	Comparison
For the correction of grammar for content	Modelling
For the teaching of grammatical patterns in NSS	Recall
For the correction of pronunciation for content	Reinforcement
English versus Portuguese pronunciation	Questioning
For the clarification of instructions	Eliciting
For disciplining	Spelling
For the lack of vocabulary	Cognate/ False cognate
	Word stress
	Read aloud
	Visual aids
	Whiteboard
	Body gestures
	Como se diz (CSD)
	How do you say (HDYS)
	Literal translation

4. Results

All sequences in which the linguistic and multimodal features of the two named languages were used in classroom communication and content delivery were described as translanguaging. The pupils made use of translanguaging and scaffolding strategies which resembled their teachers' strategies but also strategies of their own in order to use language for content and for communication purposes (Nikula & Moore, 2016). From the 410 excerpts of data analysed, teacher-directed translanguaging appeared 263 times, while pupil-directed translanguaging was recorded 171 times. In both types of translanguaging, interactions were oriented to language in content (301 times) and oriented to the flow of communication (111 times). Similarly, scaffolding was used to work within the pupil's zone of proximal development (Vygotsky, 1978) when the teachers applied the strategies labelled as classification, comparison, read aloud, questioning, and body gestures, among others. Translanguaging strategies were, in turn, applied through the uses of English and Portuguese for different purposes. For the presentation of findings, a paraphrase of the event is provided below followed by a transcript of the selected vignettes.[6]

4.1. Visual Aids

In approximately 15% of the transcribed excerpts, visual aids involved the use of the whiteboard, projector, textbooks, figures, videos, song lyrics, drawings, PowerPoint presentations, and body gestures. In vignette 1 (Table 2), T1 used a PowerPoint to complement her lesson on plants.

TABLE 2. Vignette 1 excerpted from a NSS lesson on plants.

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
	T1 had a PowerPoint presentation about plants during observations on day 3. This PowerPoint served to complement their NSS lesson on plants. Besides the PowerPoint, T1 used lots of body gesture and drawings to explain the life cycle of a plant. The third slide on the PowerPoint contained the question posed below and an image of a plant.	Recall Visual aids: PowerPoint and Body gestures	
T1	Why are plants important for us?	Questioning	
T2	Olhem para a imagem e tentem dizer por que elas são importantes para nós. **[Look at the image and try to tell us why they are important for us?]**	Visual aids	Use of Portuguese for the clarification of instructions
Iris	Plants are important for us because …		Use of English for the clarification of content

[6] When Portuguese is used, an English translation is provided in bold and in [brackets].

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T2	They …		Use of English for the teaching of grammatical patterns in NSS
Iris	Have "roupas?" **[Have clothes?]**	Word stress	Use of Portuguese for the lack of vocabulary
T1	MAKE, how do you say "roupas?"	HDYS Word stress	
Pupils	Clothes.	Literal translation	Use of English for keywords
Rafael	Como que se diz "madeira?" **[How do you say "wood?"]**	CSD Word stress	
T2	Há muitas outras coisas que conseguem fazer com madeira. **[There are many other things you can make out of wood.]**	Funds of knowledge	Use of Portuguese for the clarification of content
Pupils	Chair.		Use of English for keywords
T2	Como que se diz "mobília?" **[How do you say "furniture?"]**	CSD Word stress	
T1	It's a new word for them – FURNITURE. *[as she writes the word on the whiteboard]*	Modelling Whiteboard	Use of English for the clarification of content

Besides the PowerPoint, T1 used a variety of body gestures and drawings on the whiteboard to explain the life cycle of a plant. This selection of visual aids corresponds to the way pupils make meaning both within and outside of their bodies (García & Otheguy, 2019), through the use of visual aids, such as gestures, gazes, posture, visual cues, and even human-technology interactions. In addition to the use of these visual aids, other translanguaging and scaffolding strategies are evidenced in this vignette. First, T2 used English for the teaching of grammatical patterns in the NSS lesson as she modelled the use of the pronoun *they* to Iris. She also used Portuguese for the clarification of instructions and content, and she used the structure "como se diz" in conjunction with word stress as she elicited the literal translation of *mobília* **[furniture]**. Rafael also asked, "Como se diz madeira?" **[How do you say wood?]**, coupling the strategy "como se diz" with word stress just as T2 had done. Iris used English for the clarification of content and Portuguese for

her lack of vocabulary in conjunction with word stress when she stated "Plants are important for us because … Have *roupas*?" **[Have clothes?]**. T1 used strategies like questioning, recall, modelling, and visual aids, for instance, when she modelled the spelling of the word *furniture* on the whiteboard. T1 then used the structure "How do you say" as Iris questioned the translation of *roupas* **[clothes]** and followed that up by reducing the cognitive demand of the exchange with a word that was familiar, *make*, in her response, "*Make*, how do you say *roupas*?" to which the children responded with a literal translation, *clothes*. Last, T1 used English for the clarification of content when she explained the word *furniture* for the pupils.

4.2. Cognates and False Cognates

During one of the monthly meetings, the researcher and T1 discussed how she had used cognates as a strategy in some of the vignettes transcribed from the classroom interactions which resulted in T1 expanding the strategy to include false cognates in her lessons. In vignette 2 (Table 3), T1 explained the process of the nutrition of a flower.

TABLE 3. Vignette 2 excerpted from a NSS lesson on plants.

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
Jonas	O que é "extra food?" **[What is "extra food?"]**	Recall Questioning	Use of Portuguese for the clarification of content
T2	It's like in Portuguese. What's "extra?"	Cognate Word stress Questioning	
Pupils	Extra *[Portuguese pronunciation]*	Literal translation	Use of Portuguese versus English pronunciation
T2	O que significa "extra?" **[What does "extra" mean?]**	Word stress Questioning	Use of Portuguese for the clarification of content
Vasco	A mais. **[Extra.]**	Literal translation	
T2	A comida "a mais." **[The extra food.]**	Reinforcement Word stress	Use of Portuguese for the clarification of content

To facilitate understanding, T1 pointed out that the word *extra* was similar in Portuguese. The pupils, perceiving the meaning of the content quickly, used the Portuguese pronunciation for the word aloud. Vasco, in turn, used pupil-directed translanguaging to pronounce the word in English and to provide support for the process of meaning-making for his peers. When T2 asked, "O que significa extra?" [**What does extra mean?**], Vasco replied "A mais" **[the extra]** and T2 reinforced the concept by stating, "A comida a mais" **[the extra food]**. After the exchange, T1 reinforced the concept in English, not simply by translating the term but by digging deeper and asking further probing questions. The pupils learned through language as they used recall of a previously learned concept to make meaning of the new content.

On the other hand, in vignette 3 (Table 4), during a NSS class about habitats, T1 explained false cognates. The exchange started as T1 asked "Who knows the name of the last animal?" by using recall, classification, eliciting, and questioning as scaffolding strategies. As the pupils used pupil-directed translanguaging of the word *mole* through pronouncing it in English and Portuguese, T1 used the comparison to explain the concepts. T1 used modelling as she stated, "change the | v | to a | m |" and also English for the clarification of content and of instructions to follow up the discussion. T2 also made use of both English and Portuguese for disciplining, using the latter as a second resource when Felipe did not comply with the English version of "Senta-te direito" **[Sit down straight]**. By using translanguaging and scaffolding strategies such as the use of cognates and false cognates (García & Wei, 2017), T1 and T2 demonstrated that the named languages could be a valuable resource to help the pupils understand the content and for communicating.

TABLE 4. Vignette 3 excerpted from a NSS lesson on habitats.

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T1	Ok. And now, who knows the name of the last animal? Vasco?	Recall Classification Eliciting Questioning	
Vasco	Vole		Body gesture
T1	You are nearly there. Change the |v| to a |m|.	Modelling Spelling	Use of correction of pronunciation for content
Pupils	Mole [Portuguese pronunciation]		Use of Portuguese versus English pronunciation

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T2	Felipe, sit down straight please.		Use of English for disciplining
T1	Can you try to spell it?	Questioning	Use of English for the clarification of instructions
Vasco	|m| |o| |l| |e|	Spelling	
	– Pupils started to say mole in Portuguese		Use of Portuguese versus English pronunciation
T2	Felipe, senta-te direito. [Felipe, sit down properly]		Use of Portuguese for disciplining
T1	Mole [Portuguese pronunciation] is not the same as mole [English pronunciation].	False cognate	Use of correction of pronunciation for content

4.3. Questioning

The use of questioning as a learning strategy is not something new for teachers. However, many times it is not listed as such when teachers talk about scaffolding strategies. This strategy was used both by the teachers and the pupils in this classroom. For instance, in vignette 4 (Table 5), T1 mostly used English to question the pupils during a NSS about plants.

TABLE 5. Vignette 4 excerpted from a NSS lesson on plants.

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T1	I am going to show you a presentation and ask you questions about last year – your KNOWLEDGE – what's knowledge?	Recall Word stress Questioning	Use of English for the clarification of instructions
Pupils	Conhecimento. [Knowledge.]	Literal translation	

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T1	T1 repeats the word knowledge.	Reinforcement	
T1 opens the first slide	Can you identify the types of plants?	Visual aids PowerPoint Questioning	
	Rafael stood up and showed the trees. She had a pomegranate tree and the pupils kept trying to guess what it was, anglicising the word "romã". [pomegranate]	Body gestures	Use of Portuguese versus English pronunciation
T1	POMEGRANATE. It's a new word for you. [as she wrote it on the whiteboard]	Whiteboard Word stress Modelling	Use of English for the clarification of content
	T1 had 6 photos with trees, flowers and bushes.	Visual aids	
T1 repeated	Three different types. Let's see if you remember.	Reinforcement	Use of English for clarification of content
T1 continued to the second slide	Do you remember their life processes?	Recall Questioning	
	There were photos with examples and T1 wrote the following on the whiteboard: N _ _ _ _ _ _ _ _ _ _ I _ _ _ _ _ _ _ _ _ _ _ _ R _ _ _ _ _ _ _ _ _ _ _	Visual aids Whiteboard Classification	
T1	Who can tell me what the first word is?	Questioning Eliciting	
Vasco	Nutrition, it's eating.		Use of English for the clarification of content and for keywords
T1	Do plants eat hot dogs?	Questioning	
Vasco	Plants make their own food.		Use of English for the clarification of content

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Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T1	Interaction. Give me an example.	Eliciting	Use of English for keywords and for the clarification of instructions
Pupils	Play, talk.		Use of English for keywords
T1	Do animals talk?	Questioning Word stress	Use of English for the clarification of content
Martinho	Animals make sounds.		Use of English for the clarification of content
T1	Talk is for humans.		Use of English for the clarification of content
Felipe	Reprodução. [Reproduction]		Use of Portuguese for the lack of vocabulary
T1	When I ask you have to try in English otherways is always T1 speaking in English and you in Portuguese.	Reinforcement	
Bruce	Have babies?	Questioning	Use of English for the clarification of content
T1	Who? Do plants have babies?	Questioning	Use of English for the clarification of content
Bruce	Mammals, humans.		Use of English for keywords
T1	Let's remember the parts of a plant.	Recall	

In the first lines of the exchange, T1 asked, "What's knowledge?" to which the pupils responded in Portuguese *conhecimen*to **[knowledge]**. T1 built on the pupil's response and reinforced the concept by repeating the word in English and moved on to questioning about the different life processes of plants by providing different images of plants. The pupils anglicised the word *romã* **[pomegranate]** as they pronounced the Portuguese word with English pronunciation. By using visual aids, T1 continued the exploration by asking, "Do you remember their life processes?", to which some of the children responded in English while Felipe responded with

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the word *reprodução* **[reproduction]**, where he used Portuguese because of a lack of vocabulary. The use of English clarifies not only the instructions but also the keywords and content for T1, Vasco, Martinho, and Bruce. The specific scaffolding strategies chosen by T1 complemented each other. The use of visual aids throughout the exchange is key for activating language for learning (Coyle *et al*., 2010). Recall brings in the funds of knowledge (González *et al*., 2005) of pupils to classify the life processes. Word stress highlights what is important in the content, and reinforcement models language through learning (Coyle *et al*., 2010) so that pupils can make sense of the content.

4.4. How do you say and como se diz

The scaffolding strategies **How do you say** and **Como se diz** were observed in about 8% of the transcripts analysed. They were used, either in English or Portuguese, when pupils wanted to know how to say a word unfamiliar to them. By translanguaging, in vignette 5 (Table 6), during a NSS class about public versus private transport, the pupils responded to a comparison between public versus private transport elicited by T1.

TABLE 6. Vignette 5 excerpted from a NSS lesson on public versus private transport.

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T1	Yes. When you are an elderly person, you are over 65 years old usually. So 65, how do you say "elderly person" in Portuguese?	HDYS Word stress	Use of English for the clarification of content
	– Overlap speech.		
T1	Don't say velha. **[Old referring to objects]**		Use of Portuguese for the clarification of content
	– Pupils laugh.		
Martinho	Pessoa idosa. **[An elderly person.]**	Literal translation	
T1	Idosa, ok? **[Elderly, ok.]** Most of the elderly people don't pay the full amount. Do you understand "the full?" They only pay?	Reinforcement Questioning Word stress	Use of English for the clarification of content
Sibele	Half.		Use of English for the clarification of content

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T1	Very good, half. What is "half?"	Reinforcement Questioning Word stress	
Sibele	Metade do preço. **[Half of the price.]**	Literal translation	
T1	Metade, ok? So they have a discount, ok? **[Half, okay.]**	Reinforcement	Use of English for the clarification of content
Tito	Desconto. **[Discount.]**	Literal translation	
T1	And for the people, you were saying... Deficiente. **[Deficient.]** No, people with disability.	Eliciting	Use of English for keywords and of Portuguese for keywords
	– Overlap speech.		
T1	Do they have a discount? They probably do.		Use of English for the clarification of content
Researcher	Yes, they do.		Use of English for the clarification of content
	– Overlap speech.		
T2	I am not sure how much it is.		Use of English for the clarification of content
T1	These people with disability also pay less. What is "less?"	Questioning	Use of English for the clarification of content
Vasco	Muito pouco. **[Very little.]**	Literal translation	
T1	Now let's see if you learned what you read about – p. 21 in the workbook.	Reinforcement Read aloud	Use of English for the clarification of instructions
T1	Menos. Less = menos. More = mais. Ok? All right. *[as she wrote the words on the board]*	Whiteboard Body gestures	
Carla	Me and my grandma, go to the, how do you say, "parque ecológico?" **[Ecologic Park.]**	Funds of knowledge HDYS Eliciting	
T1	Parque ecológico. **[Ecologic Park.]**		Use of Portuguese versus English Pronunciation
Carla	And one person is		Use of English for the clarification of content
T1	Is free?	Questioning	

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
Carla	Yes. And my grandma, como se diz "pagou?" **[How do you say "paid?"]**	CSD Eliciting	
T1	Paid	Literal translation	
Carla	Paid one.		Use of English for the clarification of content
T1	One ticket, ok.	Reinforcement	

This exchange is rich in both translanguaging and scaffolding strategies, such as the use of English to explain content used by Sibele, Carla and T1, literal translation by Martinho, Sibele, Tito, Vasco, and T1, the structure "how do you say" and "como se diz" used by Carla, and the use of funds of knowledge. T1 also used questioning as a scaffolding strategy, "Do you understand 'the full'? They only pay?" or "What is half?", coupled with the use of reinforcement in different parts of the exchange. The use of English for keywords was also crucial as a supplement to the content being taught in the NSS class, and T1 used the whiteboard and body gestures as visual aids to deliver the content.

Meanwhile, Carla used her funds of knowledge (González *et al.*, 2005) to make meaning of the content through pupil-directed translanguaging, as she explained the function of public transport and her grandma's age discount. Sibele, on the other hand, facilitated the exchange in Portuguese, offering literal translations of keywords for the lesson. Throughout the exchange, both T1 and the pupils used the two strategies, "how do you say" and "como se diz," in order to make meaning in this CLIL classroom. Over time and through their teachers' reinforcement, the pupils started using the English version more frequently although sometimes, and most likely involuntarily, they translanguaged into the Portuguese version, not for lack of English, but because it was natural to them to use both structures in the classroom. This natural occurrence of translanguaging was highlighted in reflections by T1 and T2.

4.5. Eliciting

Both T1 and T2 elicited the pupils' participation throughout many of the excerpts used for data analysis. By questioning why public transport is better than private transport, T2 elicited Carla's participation in vignette 6 (Table 7).

TABLE 7. Vignette 6 excerpted from a NSS lesson on public versus private transport.

Speaker	Transcript	Scaffolding Strategies	Translanguaging Strategies
T2	You have to listen to the question. Why is it better for us to use public transport? "Públicos," estamos a falar de transportes públicos. **[Public, we are talking about public transportation.]** E Carla, o que dissestes, Carla? **[And Carla, what did you say, Carla?]** Because?	Comparison Questioning Word stress Eliciting	Use of Portuguese and English for the clarification of instructions
Carla	Because they many people.		Use of English for the clarification of content
T2	Takes many people.	Reinforcement	Use of correction of grammar for content
T1	It takes many people. And why is that good?	Reinforcement Questioning	
Carla	The people [inaudible] eu queria dizer o que estavamos a dizer antes, idosas. **[I wanted to say what we were talking about before, elderly.]**		Use of Portuguese for the lack of vocabulary
T1	Elderly? Elderly people.		Use of English for keywords
Carla	Elderly and people com deficiências. **[Elderly, and people with disabilities.]**		Use of English for keywords Use of Portuguese for the lack of English vocabulary
T1	"Disability." People with disability.	Reinforcement	Use of English for keywords

By connecting with her personal experience, Carla tried to say that public transport is better than private transport because elderly people and people with disabilities pay less for public transport. When Carla forgot the verb *take*, T2 applied the correction of grammar for the teaching of content by reinforcing the 3rd person singular *takes*. Carla then translanguaged into Portuguese to supplement her vocabulary, "The people [inaudible] eu queria dizer o que estavámos a dizer antes, idosas" **[I wanted to say what we were talking about before, the elderly]**. T1 and T2 used English to explain content, while T2 also resorted to Portuguese. To make sure that Carla fully participated in the lesson, T2 used eliciting, a scaffolding

strategy used in many other exchanges where the teachers wanted specific students to participate in order to help their peers make meaning of the content. This eliciting involved the means of their full linguistic and multimodal repertoire composed of Portuguese and English features.

4.6. Modelling

Teachers act as models in the classroom although they may not even be aware of how much they say is absorbed and repeated by their pupils. By using modelling as a scaffolding strategy, T1 and T2 were able to support their pupils' learning process. For instance, in vignette 7 (Table 8), T2 starts by questioning, "What do maps show us? Teacher (T1) is always saying, I'm going to show you. T1 está sempre a usar esta expressão" **[T1 is always using this expression]**. In this first exchange, T2 used the pupils' funds of knowledge to recall their previous experience with the word *show* as well as word stress to highlight that the word was important to understand the functions of maps. While discussing the main functions of maps, T1 translanguaged into Portuguese to complete T2's explanation with the literal translation *mostrar* **[to show]**. T2 then encourged Carla to model the spelling of the word *train* to Belem so that Carla aided in Belem's meaning making process. As for translanguaging strategies, T2 used Portuguese for the clarification of content and Carla used English versus Portuguese pronunciation.

TABLE 8. Vignette 7 excerpted from a NSS lesson on maps.

	Transcript	Scaffolding Strategies	Translanguaging Strategies
T2	What do maps show us? Teacher T1. is always saying: "I'm going to show you." T1 está sempre a usar esta expressão. **[T1 is always using this expression.]**	Recall Funds of knowledge Questioning Word stress	Use of Portuguese for the clarification of content
T1	Mostrar. **[To show.]**	Literal translation	
T2	Carla, spell "comboio" in English. **[Carla, spell "train" in English.]**	Modelling Spelling Word stress Eliciting	
Carla	|t| |r| |a| |i| |n| *[English pronunciation]*	Spelling	Use of English versus Portuguese pronunciation

In all vignettes shown in this section, the pupils showed their knowledge of when and why they should translanguage in the class. When translanguaging, various metalinguistic and metacognitive skills are being practised which are very different from the skills of monolingual children (García, 2019). The pupils in this study drew from their full language repertoire and used their multimodal skills in order to make meaning of the content in this CLIL classroom. The teachers aided in this process by modelling different types of translanguaging and scaffolding strategies. Vignettes 1 through to 7 and others used for data analysis demonstrate an intricate use of language(s) for, of and through learning (Coyle *et al*., 2010) in 3rd grade classes that can be a resource for CLIL teachers in other contexts.

5. Discussion

This section highlights when, how, and why translanguaging and scaffolding practices happened in this target Content and Language Integrated Learning (CLIL)/Bilingual classroom, specifically in lessons in Natural and Social Sciences (NSS) and English Language (EL). When teachers support their pupils' learning process by using translanguaging and scaffolding as pedagogical tools, they aid in their meaning making process (Coyle, 2018; Feller, 2018, 2021; García & Wei, 2017; González *et al*., 2005). As such, T1, T2, and the pupils served as role models for each other in this classroom, and the strategies observed go beyond traditional scaffolding and translanguaging strategies encountered in different studies. T1 was pivotal in transforming the bilingual/CLIL classroom into a strategy-rich environment. While translanguaging was a new concept for her, she was already familiar with different scaffolding strategies although not always completely aware of when she used them. When asked, "When thinking of your students, do you purposefully choose one language over the other? For specific contexts and reasons? Why? How do you think this affects their language(s) development?", T1 replied:

> In general, I use the English language in the CLIL context and language classes. However, I do use Portuguese when I feel that students are having a lot of difficulty in understanding content and if the class teacher is not present to help me. I also use Portuguese in more informal situations, e.g., solving conflicts between students, having to speak to students about their behaviour, or when students feel the need to speak about something personal. I think that working in a

CLIL context has contributed to language awareness, acquiring new vocabulary related to science and the environment, and a lot of motivation in learning English as a second language. (T1, written reflection #1)

As highlighted by T1, language in this classroom was used as a tool for the transmission of content knowledge and an expression of understanding and learning (Ellison, 2014; Kress, 2015). Within this "linguistics of participation" environment (Wei, 2018, p. 15), teachers and pupils co-constructed knowledge through teacher-directed translanguaging (Lewis *et al.*, 2012b). As such both T1 and T2 planned structured activities where they themselves translanguaged, either for communicating or for delivering academic content (Nikula & Moore, 2016), and through pupil-directed translanguaging (Lewis *et al.*, 2012a), where pupils used their own named languages, whether translanguaging was elicited by the teachers or not. Both uses of translanguaging illustrate the need to understand translanguaging classroom discourse from different perspectives. As scaffolding strategies were used through translanguaging, T1, T2, and the pupils used their entire linguistic and multimodal repertoire in class, for example in vignettes 5, 6, and 7, where Carla used many different scaffolding and translanguaging strategies to make meaning of the concepts of public versus private transportation and maps.

In the 410 excerpts transcribed, the use of English for the clarification of content appeared 104 times (12.95%) while the use of Portuguese for the clarification of content appeared 54 times (6.72%). As García (2019) stated, "translanguaging emerges here not from the educational system and its actors, but from meaning-making practices of students and teachers who bring forth different epistemologies and knowledges" (p. 371). For example, when Iris used English for clarification of content in vignette 1 in conjunction with word stress, "Plants are important for us because…Have *roupas*? **[Have clothes?]** and T1 replied with the same strategies plus the scaffolding strategy "how do you say," "*Make*, how do you say *roupas*?". Word stress and "how do you say" both appeared in vignette 5 as T1 stated, "Yes. When you are an elderly person, you are usually over 65 years old. So, 65, how do you say *elderly person* in Portuguese?". While English features were mostly connected to delivering academic content, Portuguese was many times linked to the funds of knowledge (González *et al*., 2005) shared by the pupils regarding their personal experiences, confirming T1's reflection on her first month of the study.

In vignettes 1 and 4, T1 used English for clarification of content with visual aids and word stress, "It's a new word for them – FURNITURE. *[as she writes the word on the whiteboard]*" and "POMEGRANATE. It's a new word for you. *[as she wrote it on the whiteboard]*." In vignette 2, scaffolding strategies are used, such as

recall, literal translation, word stress, and reinforcement as well as Portuguese for the clarification of content by Jonas and T2. Furthermore, in vignette 4, Vasco, Martinho, Bruce, and T1 used English for the clarification of instruction and for keywords, coupled many times with questioning (a scaffolding strategy that appeared in 90% of the excerpts transcribed). Lastly, in vignette 6, T2 stated, "You have to listen to the question. Why is it better for us to use public transport? Públicos, estamos a falar de transportes públicos**. [Public, we are talking about public transportation.]** E Carla, o que dissestes, Carla? **[And Carla, what did you say, Carla?]** Because?" thereby using recall, funds of knowledge, questioning, and word stress as scaffolding strategies and English/Portuguese for clarification of content as translanguaging strategies. Their choices of strategies, if used in a different context, could effectively result in another outcome. For example, if T2 had not translanguaged in vignette 6, moving along the pupils' language repertoire and meaning-making spectrum, they would not be able to understand that the teacher wanted to highlight the benefits of using public transportation. Thus, as can be seen from the previous examples, translanguaging strategies can serve as vehicles for the use of many scaffolding strategies which aid the meaning making process for pupils and teachers alike.

Another important aspect of this study was its transformative character. T1 has repeatedly stated that this research has brought to her attention many strategies which she did not know could be used as scaffolding in her classroom. For instance, the strategy "how do you say" and its Portuguese version "como se diz" were found during the data analysis process in conjunction with T1 and T2. In vignette 1, T1 stated, "How do you say *roupas*?" **[How do you say clothes?]**, while Rafael asked, "*Como que se diz madeira*?" **[How do you say wood?]** and T2 said, "Como que se diz *mobília*?" **[How do you say furniture?]**. In vignette 5, T1 asked, "How do you say *elderly person* in Portuguese?" while Carla first asked, "Me and my grandma, go to the, how do you say, *parque ecológico*?" **[Ecologic Park.]** and later, "And my grandma, como se diz *pagou*?" **[How do you say paid?]**. As the teachers and the pupils used these two scaffolding strategies through translanguaging, they also used other scaffolding strategies, most prominently word stress, eliciting, and questioning.

This interconnectedness amongst the translanguaging and scaffolding strategies is a key finding from this study, where rarely a strategy was seen used on its own. In all of the excerpts used for data analysis (the ones highlighted here and the ones used in the original study), T1, T2, and the pupils used at least two to three different strategies each time they interacted with their peers and with the content in this bilingual/ CLIL classroom. For García (2019), translanguaging is "an action to transform classroom discourses. The dance of translanguaging takes a step beyond those already taken in schools, opening up new caminos/paths that orient us toward new beginnings, but that lay it as open possibilities" (p. 372). Although

different studies have highlighted key scaffolding strategies such as comparison, modelling, questioning, among others, as effective in delivering content in CLIL contexts, these studies have not connected these uses of scaffolding strategies to translanguaging, a key finding of this study which reinforces the importance of looking at CLIL classrooms through a translanguaging lens. As such, this study opens new possibilities for CLIL teachers to include these strategies in their classrooms. The way these scaffolding and translanguaging strategies are used as interdisciplinary tools for the teaching and learning of languages challenges the view of learning as a top-down transmission of knowledge mechanism. As teachers and pupils worked side-by-side to co-construct meaning, this bilingual/ CLIL classroom addressed real-life situations where pupils' experiences were ever-present for the purposes of learning content and for communicating.

6. Conclusions and recommendations

As the teachers moved along their language continuum to ensure that pupils were using their critical thinking and higher cognitive abilities and used language as a learning tool (Coyle, 2018; Ellison, 2014), they used language *for*, *of,* and *through* learning (Coyle *et al.*, 2010). The teachers used language *for* learning by giving access to all the language that the pupils needed to engage in meaning-making, for example how to participate in the classroom discussion. Language *of* learning was constantly shared through the keywords and concepts being taught in the NSS lessons. They also used language *through* learning when they encouraged pupils to share their new understandings and previous experiences in both their named languages.

All the while, the co-occurrence of translanguaging and scaffolding strategies shown in the results and discussion sections demonstrate the importance of allowing the whole linguistic and multimodal resources of teachers and pupils to be present in CLIL contexts. If just one or other named language was allowed in the classroom, the effectiveness of these strategies in aiding the pupils' language and literacy development would not have been the same. For example, if the use of Portuguese for the clarification of content was not used in conjunction with recall and questioning as scaffolding strategies by T2 in vignette 2, "O que é "extra food?" **[What is "extra food?"]**", the meaning-making process of the pupils could have been affected, for example, if T2 had only used English or did not use recall of the pupils' funds of knowledge.

The findings in this study demonstrate that pupils were able to draw on linguistic and multimodal features from their newly expanded unitary linguistic repertoire to make meaning in the classroom because the teachers aided in this process. The

teachers, by the same token, also developed professionally by reflecting on their own practices and started to apply new strategies, such as the use of purposeful translanguaging in itself and the use of scaffolding strategies like cognates, false cognates, "how do you say", and "como se diz", as they saw fit in the classroom. Thus, it is recommended that:

- Pupils should be seen as co-constructors of knowledge in CLIL classrooms and teachers should take advantage of this by using teacher-directed translanguaging purposefully as they see fit. For example, pupils with a larger command of the language of instruction could be used as experts when delivering new content, just like Vasco in this study.
- The use of English and/or Portuguese for the clarification of content and instructions should be done fluidly and without hesitation in all CLIL contexts. In addition to these two translanguaging strategies, all translanguaging strategies mentioned in Table 1 can serve as vehicles for the use of many scaffolding strategies which support the meaning-making process for pupils and teachers alike. For instance, in a NSS lesson delivered in English, a teacher can use recall in Portuguese to review previous content by highlighting keywords with word stress.
- Teachers should be aware of how their pupils are sharing knowledge in CLIL classrooms, as these pupils' funds of knowledge should be used as scaffolds for their instruction. Many times their knowledge is shared through the pupils' first language (in this case Portuguese); however, in other CLIL/ bilingual contexts (where other working languages are used), these languages should also be used through teacher-directed or pupil-directed translanguaging.
- Scaffolding and translanguaging strategies should not be used alone. As seen in this study, these strategies complement each other and thereby aid in the pupils' bilingual development. All 26 strategies are useful for CLIL teachers as they facilitate the pupils' meaning-making processes.
- Teachers should share their own strategies with other teachers and practitioners. As T1 stated in this study, she did not know she had already used many translanguaging

and scaffolding strategies in the classroom. When teachers voice their practices, they can better comprehend if the strategies they are using are being effective or not.

With these recommendations in mind, teachers, policy makers and other practitioners in CLIL contexts should continually voice their practices so that all translanguaging and scaffolding strategies used by them serve as examples of effective CLIL methodological best practices for other bilingual teachers and pupils in bilingual programmes.

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