

Plurilingual competence and the transfer of oral skills in English during the first key stage.

Dissertation.

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Abstract. The use of the students' mother tongue in additional language class has been a controversial topic for many years. However, different studies have revealed that the student's mother tongue in an additional language class should not only be present but it should be used when learning another language. That is why using the students' mother tongue is seen as a key factor to strengthen the interdependent relationship between the first and the additional language skills. The main thrust of this dissertation is to promote the development of the plurilingual competence. To do so, the different roles given to the students' mother tongue were explored and as well its uses were assessed to check if the transfer of skills between languages was favoured. The results made evident that many 1st key stage English teachers didn't know how to take into account the plurilingual competence when planning their didactic units and, were unaware of some effective teaching methodologies that required the use of the students' mother tongue. For this reason, an action plan based on an Integrated Plurilingual Approach was developed to promote the development of the first key stage students' plurilingual competence by transferring the oral communicating skills of their first language during English learning.

Key words: Additional Language (AL), Common underlying proficiency (CUP), Integrated Plurilingual Approach (IPA), Interdependence hypothesis, Mother tongue (L1) and Plurilingual competence.

Resum. L'ús de la llengua materna dels i les alumnes a classe de llengua addicional ha estat un tema controvertit al llarg dels anys. No obstant, diversos estudis han revelat que la llengua materna a classe de llengua addicional no només ha de ser present sinó que cal fer-ne ús. És per això que la primera llengua dels i les alumnes és vista com un factor clau per enfortir la relació interdependent que hi ha entre les habilitats lingüístiques entre la llengua materna i la llengua addicional. L'objectiu

principal d'aquest estudi és promoure el desenvolupament de la competència plurilingüe. Per fer-ho, els diferents rols que atribuïts a la llengua materna dels alumnes van ser explorats i també avaluats per tal d'assegurar que es promoguéssin la transferència d'habilitats lingüístiques entre llengües. Els resultats van fer evident que diversos mestres d'anglès de cycle inicial no sabien com introduir la competència plurilingüe a l'hora de dissenyar les seves unitats didàctiques i, a més a més, no eren conscients de diverses metodologies d'aprenentatge que requereixen l'ús de la llengua materna. Per aquesta raó, es va elaborar un pla d'acció basat en un enfocament plurilingüe integrador per promoure el desenvolupament de la competència plurilingüe en els i les alumnes de cycle inicial a partir de la transferència d'habilitats orals entre la llengua materna i la llengua anglesa.

Paraules clau: Competència Plurilingüe, Competència Subjacent Comuna, Enfocament Plurilingüe Integrador (EPI), Hipòtesis de la Interdependència, Llengua addicional i Llengua materna (L1).

1. Introduction

The first idea of this dissertation was to study if it was beneficial or counterproductive that the students' L1 was present in an English class setting. Nevertheless, many researchers had already studied this topic and according to their investigations, the L1 in an additional language class should not only be present but used when learning another language. That is why, in this dissertation, I wish to explore the roles given to the L1 of the students in English class and to observe the teachers' attitudes towards it.

During last year's subject, *Additional language*, I realized that I did not know anything about how second language acquisition occurred. I was interested in the different hypothesis that gave answer to how this learning took place and the numerous teaching methodologies that one could use for additional language teaching. Cummins was the expert who we talked most about. His different hypotheses were one of our objects of study. What impacted me the most was how learners could organise the different languages in one same part of the mind and how these languages could interact with one another and share the knowledge between them as they all seemed so different.

Furthermore, one last reason that brought me to choose this dissertation was the future perspective. I am studying the Primary Education degree with my study track in English as in the future I want to work as an English teacher. I hope that, by doing this dissertation, I can discover how to teach English effectively and elaborate an action, based on an integrated plurilingual approach, that can favour the transfer of the oral skills in English during the first key stage.

The recently published document of the Education Department from the Catalan Government: *The language model of the Catalan education System: Language learning and use in a multilingual and multicultural educational environment*, reflects on plurilingualism, as well on the need to increase the use of language transference mechanisms. This document, together with the *European Common Framework of Reference for Languages: Learning, Teaching, Assessment* are considered to be the base and the guide for my research as they give answer to my principal objective to promote the development of the plurilingual competence.

Finally, I believe that the topic of this dissertation is relevant because we are living in a globalised world. Every day we are in contact with people whose mother tongue differs from ours, and people who are able to speak more than two languages (just like many of us). So as plurilingual citizens, we should not have any kind of problem to interact with a person from another cultural and linguistic background. In fact, we should manage to adapt our linguistic dialogue to the communicative situation we find ourselves in. This is why, this dissertation wants to ensure and enhance the development of the plurilingual competence of the future world citizens.

2. Theoretical framework

2.1 The role of the student's mother tongue in additional language class.

The use of the L1 in additional language class has had many views through the years and has been studied by numerous researchers whose opinions differ or coincide.

Formerly, many teachers used different teaching methods that had negative perceptions about the L1 being present during the learning of an additional language (AL). In agreement with Mouhanna, who presented the term monolingual fallacy for the idea that "English was best taught monolingually" (Mouhanna, 2009, 8, p.4); Yavuz criticised the *Grammar* and the *Audio-lingual methods* as they believed that when learning an AL it was more effective if everything was taught in the TL (Yavuz, 2012). That is the reason why the L1 was seen as a block for the acquisition of an L2.

One of the first supporters of the L1's presence in L2 classes was David Atkinson who defended the idea "the mind of the student that enters into a class is not tabula rasa" (Atkinson, 1987, 41, 4, p. 241), meaning that students already have their mother tongue and they are allowed to have it present in the class, which brings them numerous benefits.

Many are the researchers that agree on the following benefits. In the first place, using the L1, especially during the earlier years of language learning, gets the learners to feel less intimidated, (Auerbach, 1993), therefore more relaxed and motivated. Secondly, it

enhances the students' security by providing them a bridge from what is familiar to the unfamiliar. By means of saying, construct a bridge from the students' L1 to the TL. Thirdly, L1 helps students to gain more self-confidence. By having a higher self-esteem, psychological barriers break and, as a result, students benefit from a more efficient language learning. This idea was presented by Krashen (1987) and was given the name of "affective filter". "The filter is up when the acquirer is unmotivated, lacking in confidence, or concerned with failure. The filter is down when the acquirer is not anxious and is trying to become a member of the group speaking." (Du, 2009, 5 (8), p.162). The lower the filter, the higher the possibilities to have an effective learning.

However, despite the presence of the L1 being so beneficial, teachers need to be extremely cautious with it as an excessive use of the mother tongue can lead to its dependency (Atkinson, 1987). A limit should be established (Yavuz, 2012) in order to avoid its overuse and benefit the learning process (Kelleher, 2013). Teachers who rely far too much on the L1 are depriving the students of valuable TL input and, maybe, the only experience of the L2 they may ever encounter (Turnbull, 2001; Cook 2001).

All in all, the use of the L2 should be maximized in the classroom still the students' L1 should not be ignored and forgotten. "To ignore the mother tongue in a monolingual classroom is almost certainly to teach with less than maximum efficiency" (Atkinson, 1987, 41 (4), p.247). Teachers should seek a balance between the use of the L1 and the TL class (Yavuz, 2012) for students to profit from both languages. Karaagaç and Parker (2015) acknowledge the importance of using the target language in class and offer the possibility that teacher may feel guilty for using the L1 at some point. Nevertheless, if it is used when necessary, no problems should arise.

Some learning techniques that researchers refer to are: 1. Checking comprehension and understanding meaning as Atkinson (1987) and Yavuz (2012) commented, 2. Helping maintain discipline in class according to Cook (2001) and Karaagaç and Parker (2015) and, 3. Offering translation and using code-switching, "Change of language within the same text" (Corcoll and González Davies, 2015, 70 (1) p.68).

2.2 Language learning theories and hypothesis

Moving on to another aspect, there is the popular belief that L1 and L2 do not coexist in the same mind. "The L2 meanings do not exist separately from the L1 meanings in the learner's mind. [...] Trying to put languages in separate compartments in the mind is doomed to failure since they are connected in many ways", (Cook, 2001, 5, 3). As Turnbull (2001) mentioned, the use of the mother tongue and the language to be learnt, in this dissertation the language to be learnt is English, should be seen as

complementary if the students' prior knowledge is encoded in their L1 since "New understandings are constructed on a foundation of existing understandings and experiences" (Cummins, 2007, 10 (2), p. 232).

Cummins proposes, "The development of competence in a second language (L2) is partially a function of the type of competence already developed in L1" (Cummins, 1979, 49(2), p. 86). That is why, according to, on one hand, his *threshold hypothesis*, learners need to acquire a certain proficiency in the L1 competence and skills in order to benefit from them when learning an additional language and avoid having cognitive deficits. Due to the L2 being achieved thanks to the competence of L1, if this competence is not good enough, bad learning can occur. On the other hand, according to his *linguistic interdependence hypothesis*, it exists an interdependent relationship between the development of the L1 and L2 skills that will allow transfer of the L1 abilities to the L2.

Despite the superficial aspects of both languages being clearly different, Cummins (2007) proposes the existence of a *common underlying proficiency* (CUP). He explains it through his iceberg metaphor (Cummins, 1980) by showing that above surface, L1 and L2 are completely separate from one another but, below surface, we can find the common aspects shared among the languages, in other words, we encounter the CUP that is "la base para el aprendizaje de cada nuevo código lingüístico"¹ (Corcoll and González Davies, 2018, (81) p. 32). The CUP is what "makes possible the transfer of cognitive/academic or literacy-related proficiency from one language to another", (Cummins, 2007, 10 (2), p. 232). This is the reason why another aspect to consider along this article is to observe whether the use of the mother tongue of the students during English class helps positively the transfer of the oral skills in English.

Cenoz and Gorter (2017) regard additional language learning as an influence on the whole cognitive system, allowing the learners to be aware of the similarities and differences in the languages they know and the TL. They move on with the idea that through the mind language system, speakers can "navigate between languages" and use each language for a specific purpose. It is thanks to the whole linguistic repertoire that "language learners can also benefit from their own experience as language learners and apply the learning strategies they consider successful when learning an additional language" (Cenoz and Gorter, 2017, p. 312). In relation to their research,

¹ I have not translated the quote in English because I assume that the readers will understand the Language.

throughout this dissertation I wish to ensure that students bring their whole linguistic background into play when learning an AL.

I would like to conclude this section mentioning Vivian Cook. He developed the term multi-competence and described it as the “knowledge of two languages in one mind” (Cook, 2007), although I believe multi-competence can refer to two or more languages in one mind. The goal of multi-competence is not to imitate a native speaker but to produce a successful L2 user (Cook, 2016) as the pre-existence of a language in the learner’s mind influences the acquisition and learning of a L2 and, the other way around; when learning an AL, the language mind map of the learners it is altered too. This happens because L1 knowledge cannot be cut off while the L2 is being processed, the learners are unable to switch off one language entirely while processing another (Cook, 1996, 2016). Esteve and González Davies describe it as “no és el resultat de l’addició de coneixement sinó de la combinació, integració i interconnexió.” (Esteve and González Davies, 2016, p. 15).

2.3 Plurilingualism and plurilingual competence

The first thing to know when talking about plurilingualism is that it is not the same as multilingualism (coexistence of languages at a society level). Plurilingualism has to do with the development of “a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact” (Council of Europe, 2018, p. 167). This competence can also be known as Plurilingual competence. It is not a very recent concept but currently it has gained a lot of presence especially in the education world.

In the Catalan context, the Government has developed a document “*The language model of the Catalan education System: Language learning and use in a multilingual and multicultural educational environment*” in which it explains the importance of the children’s plurilingual competence development. This document proposes a plurilingual education whose objective is to get the students to use their linguistic repertoire in order to learn other languages. (DE, 2018).

The plurilingual education establishes some guidelines to boost the development of the plurilingual competence that is “una competència transversal que s’estén a totes les llengües adquirides o apreses” (DE, 2018, p. 13). As well, it is seen as “una habilitat comunicativa que mobilitza tota la seva experiència lingüística integrada, en la qual els coneixements que té de diverses llengües s’interrelacionen” as quoted in the Catalan curriculum.

The main objective of this dissertation is to promote the development of the plurilingual competence with the help of an action plan. And there are different methodologies, techniques, which foster the progress of this competence. With reference with section 1, *the role of the student's mother tongue in additional language class*, and Cummins' interdependence hypothesis, the best way to do so is by using the students' L1.

To do so, I will go from the most general to the most specific terms. First of all, level 1 is the Integrated Plurilingual Approach (IPA). According to Esteve and Gonzalez Davies (2016), IPA can be understood as new model for the development and attainment of the plurilingual and intercultural competence of the students. Esteve, Fernández, Martín-Peris and Atienza (2017) stated that for this development to take place, the IPA should activate the linguistic transfer strategies as well as plan an organised language instruction. This is why, when IPA is brought into a classroom, it is done through linguistic transference activities.

Secondly, level 2 is translanguaging. According to Canagarajah (2011), translanguaging is "the process whereby multilingual speakers utilise their languages as an integrated communication system". Learners are able to bridge among the different languages they know to build their linguistic repertoire, which later on they will put into play when learning a new language.

Finally, level 3 are the practical manifestation of translanguaging, which are the Integrated Language Teaching (ILT), code-switching and translation, to mention a few. On one hand, the ILT is what helps the speakers to develop the plurilingual competence, their plurilingual skills (DE, 2018). "El TIL es basa en l'activació explícita d'estratègies de transferència entre les diferents llengües" (Esteve and González Davies, 2016, p.14). On the other hand, code-switching is understood as "la alternancia de dos lenguas en la misma frase" (Corcoll and González Davies, 2018, 81, p.34). Especially, in language learning, is considered as the process of change from the L1 to the TL or vice versa. Code-switching and translation are "learning and communicative strategies that are naturally and spontaneously developed by plurilingual speakers" (Corcoll and González Davies, 2015, 70, 1, p. 68).

These learning strategies, as Corcoll and González Davies (2015) commented, favour the development of the communicative competence. But also, the learners' capacity to interrelate the languages, as they are not in separated mental compartments (Esteve and Vilà, 2018; Pereña, 2016). Thus, I want to analyse how can the elaboration of an action plan based on an integrated plurilingual approach favour the transfer of the oral skills in English during the first key stage.

All things considered, I would like to highlight, three main ideas that I came up with when doing the research.

The first one is that when we start learning a new language, it is not as many people used to think, that is, that we need to start all over again. With the plurilingual competence, the skills are transferred from one language to another and the learning strategies that we used when learning either the L1 or an L2 are put into practise when we start learning a new language (DE, 2018).

The second is related with what Cook (1996) proposed that additional language learners will approach to native competence but is hardly possible to reach the level of language knowledge of native speaker. This idea is confirmed by the new document of the Council of Europe (2018), which no longer refers to the native competence of the speakers. "The CEFR illustrative descriptors do not take an idealised native speaker as a reference point for the competence of a user/learner". (Council of Europe, 2018, p.45). When learning an AL the goal should not be to reach a native level but to look for having great competences and fluency in the TL.

Last but not least, I would like to end by sharing a quote that can sum up most of the dissertation's argument "being plurilingual does not mean being completely fluent in a large number of languages, but rather acquiring the skill to use more than one linguistic variety with different levels of expertise and for different purposes" (DE, 2018, p.12). Being plurilingual is using your whole linguistic background as a tool to interact with the world.

3. Research Questions and Objectives

This dissertation is based on two **research questions** that are:

RQ 1. How can the use of the L1 of the students during English classes enhance the development of a plurilingual competence?

RQ 2. How can the elaboration of an action plan based on an integrated plurilingual approach favour the transfer of oral skills in English during the first key stage?

In order to give answer to the previous questions, the following **aims** have been proposed:

O1. To promote the development of the plurilingual competence, mainly regarding oral skills.

O2. To explore the roles given to the L1 of the students in English class.

O3. To observe whether the use of the mother tongue of the students during the English class helps a positive transfer of the oral skills in English during the first key stage.

O4. To discern which are the effective techniques/methodologies for the plurilingual competence to develop.

4. Method

The research paradigm of this dissertation was "*interpretative-humanistic*". It took a subjective understanding of how an additional language could be learnt, what were the different roles that could be given to the students' L1 and how the development of the plurilingual competence could be boosted. The dissertation considered that there were numerous perspectives to understand and interpret this reality. Moreover, this dissertation was a transversal research as it was not a long-term study, due to time limitation and complexity. The data-gathering period took place between the month of February and March 2019.

4.1 Context

As this dissertation gathered a wide range of schools to which the action plan was directed to, it was not possible to describe a specific sociocultural context. The idea was to develop an action plan as flexible as possible so it could fit in any school context.

The schools the action plan was developed for were those schools that, due to the publishing of the new Catalan Government's document about plurilingual education, needed to readjust their pre-existing methodologies to the ones the document asked for in order to promote the plurilingual learning and the development of the plurilingual competence. The action plan was offered as a resource to help the schools do so.

4.2 Detection of needs

The needs of three agents were taken into account in the development of this action plan. These three agents were the schools, the English teachers and the students.

First of all, with the recent Government's implementation of the new plurilingual model, all Catalan schools, had to assess and adapt their Educational Projects in order to offer a plurilingual education and promote the development of the plurilingual competence. One on hand, there were some schools that had already started implementing plurilingual projects such as the GEP (Programació Generació Plurilingüe) or the AVANCEM. Both programmes shared their main purpose, which was to enhance the students' competence in additional languages through the development of the plurilingual competence and the CUP. The realization of this action plan was a

resource for them to start working on their students' plurilingual competence from an early age.

Secondly, some English teachers didn't know and have not enough tools to take into account and implement what the new plurilingual model requires. That was why teachers needed to be offered with resources and guidelines to plan and teach English in the best way to optimize the students' learning.

Lastly, students needed to be prepared to live in a globalised world. The world we live in is constantly changing and so are the languages in our society and that was something students needed to be made aware of.

The elaboration of the action plan was directed to attain the schools', the teachers' and the students' needs.

4.3 Participants

On the one hand, the participants to whom the action plan was directed were the first key stage students, 6-7 years old boys and girls, specifically a standard group of 25 students and their English teacher or teachers (co-teaching). The reason why it was conducted with the first key stage students was that at this age students start to develop themselves pretty well in their L1 and L2, especially in oral communication. Bearing in mind Cummins Threshold Hypothesis (Cummins, 1979), once the students have acquired a good level of competence with their L1, a new language can be learnt. The sooner a new language is introduced, the better the students start developing their plurilingual competence. According to Council of Europe (2018), the students to whom the action plan was directed to were considered to have the A1 level (or even Pre-A1) in English language.

On the other hand, there were the participants that were asked to take part in some research instruments in order to obtain important evidence to help contrast the research objectives and as well, to gather information to help in the elaboration of the action plan. These participants were:

- **68 Catalan schools** whose 1st key stage English teachers were asked to answer an online questionnaire.

In order to gather information from different educational contexts, there were selected:

- a. 21 1st key stage English teachers from charter and private schools.
- b. 33 1st key stage English teacher form public schools.
- c. 14 1st key stage English teachers from schools who took part in the GEP programme (13 belonged to public schools and 1 belonged to a charter school).

The schools were selected between three different sources. Firstly, 46 schools were retrieved from a list, uploaded by the Catalan Government, which contained the name of all Catalan Schools (public, charter or private). Secondly, the 14 GEP schools were chosen from the GEP programme website. From both lists I selected multiple schools from all around the Catalan territory. And finally, the last 8 schools were chosen on the grounds that I had acquaintances working there and they provided me the English teacher's email.

- **18 students** from 1st - 6th grade from three different schools that took part in a focus group discussion (1 focus group / school).

- a. 6 students from a school in Barcelona (*It was selected as it was the school where my internship took place*).
- b. 6 students from a school in El Masnou (*It was selected as it was my childhood school*).
- c. 6 students from a school in Sabadell (*It was selected as it was a public and a GEP school*).

- **3 1st key stage English teachers** whose English classes were observed.

- a. English teacher from the school in Barcelona.
- b. English teacher from the school in El Masnou.
- c. English teacher from the school in Sabadell.

- **3 linguistic experts** who answered an online questionnaire. The experts who were contacted were chosen for personal reasons.

4.4 Instruments

Having in mind the initial research questions and aims, the methodology used for collecting the data was a combination of both quantitative and qualitative methods. The 3 instruments that were developed for the data gathering were the following:

Firstly, two online **questionnaires**² were sent. One was addressed to the 68 1st key stage English teachers and the other one to the 3 linguistic experts who were asked. The questionnaires were sent online for two reasons. On one hand, with the teachers, it was easier to get to a higher number of participants and, in the other hand, with the experts, due to time restrictions, sending the questionnaires online it was the only possible alternative.

² The questionnaires of the teachers and experts have been attached with text format instead of bullet points, as they were sent, due to limitations of space.

Secondly, three **focus groups** were organised with small groups of 6 students. Each focus group was organised in a different school where 6 participants were selected, one from each grade (from 1st to 6th grade). Consent was sent to the families because the focus group needed to be recorded (*See annex 1 and 2 for the Consent document*). As students, especially the younger ones, did not have much fluency in English, Catalan was the language used for the focus groups. This way, students were able to express their opinion in their mother tongue and feel more comfortable.

Thirdly, three **observations** were conducted with three 1st key stage English teachers. The selected schools were the same as the focus group ones in order to make administrative procedures easier. Each teacher was observed during 3 hour-long lessons in a 1st grade class. Two observation grids were used as different information needed to be collected. One collected information about 6-7 year old students' learning skills and characteristics and the other grid collected information regarding the English class development.

The templates of the instruments that were applied are the following:

OBSERVATION GRID

Classroom observation

School:	Number of students:		Teacher:
Items			Observation Day:
Roles given to the L1 in English class			
Interaction	Between students	Between students & teachers	
Discipline			
Checking understanding			
Learning new knowledge			
Students self-esteem			
Translation			
Code-switching			
Increase students' motivation and participation			
Plurilingual competence development			
Classroom arrangement			
Types of activities	Individual	Collaborative	
Students' attitudes			
No. of languages in the classroom			
Teacher's role			

First grade observation

School:	Number of students:	Teacher:	
Items		Observation Day:	
Students' participation			
Attention span			
Methods to catch their attention			
Interests			
Class organisation			
Personality traits			
Activities to boost students' motivation and participation			
Teaching techniques			
Activities to help the learning process			
Establishing habits and routines			
Number of activities per session			
Language skills	Speaking		
	Writing		
	Reading		
	Listening		

FOCUS GROUP

SCHOOL:	DATE:
Participants	
1st Grade:	4th Grade:
2nd Grade:	5th Grade:
3rd Grade:	6th Grade:
<p>1. Presentation of myself (1')</p> <p>2. Present objective of the dissertation (3')</p> <p>3. Presentation of students (name and grade) (2')</p> <p>4. Topic 1: Teachers' attitudes towards the students' L1 in English class (10')</p> <p>4.1 Ideas commented by the students</p> <p>4.2 Conclusions</p> <p>5. Topic 2: Roles given to the L1 in English class. (10')</p> <p>5.1 Ideas commented by the students</p> <p>5.2 Conclusion</p> <p>6. Closing (5')</p>	

EXPERTS' QUESTIONNAIRES

Should the students' L1 be present in an additional language class?* Yes / No

Which of the following benefits have you observed in an additional language class in which the students' L1 is present?* Students feel more comfortable, students are more motivated, students have higher self-esteem, improve the classroom atmosphere, students gain more confidence, students are more relaxed in class, students are more participative, I have not observed any benefits or other.

Which of the following disadvantages have you observed in an additional language class in which the students' L1 is present?* Students are deprived of the English input, students don't interact among themselves in English, students tend to be less motivated, students are less participative, students are more anxious, students are more distracted, I have not observed any disadvantages or other.

Do you believe that the use of the students' L1 favours the transfer of oral skills between their L1 and English?* Yes / No

If the previous answer is yes, should there be any limit for the L1's use?* Yes / No

How could this limit be established?*

Should the plurilingual competence be considered as innate? Or as something to develop?*

Are students aware of their plurilingual competence?* Yes / No / Other.

From a scale from 1 to 10, which is the importance of the plurilingual competence in an additional language class (English)?*

Which of the following learning techniques enhance the development of the plurilingual competence?* Translation, code-switching, cooperative activities, chants and songs, repetition, storytelling, task based learning, establishing routine and habits or other.

Which is the role of the linguistic background of the student in the development of the plurilingual competence?*

Do you consider Translation and Code-switching (CS) as effective techniques for the plurilingual competence development?* Yes / No / Other.

Are translation and CS effective when more than two L1s are present in the class?* Yes / No / Other.

Should translation and CS be planned?* Yes / No

Can you mention any other effective technique to promote the development of the plurilingual competence in an additional language class?*

TEACHERS' QUESTIONNAIRES

How would you describe your attitude towards the L1 of the students?* Acceptance, Reluctant, Tolerant, Respect or Denial.

Do you allow your students to use their L1 in English class?* Yes / No

Do you use your students' L1 in class?* Yes / No

Are there any limits that should be established in order to avoid the overuse of the L1 in class?* Yes, it is necessary / No, it is not necessary.

Does the L1 of the students' being present in the class bring any benefits?* Yes or No

Does the use of the students' L1 bring disadvantages?* Yes / No

Which techniques do you use to motivate your students to use English as much as possible?* Extra points, being able to play games they like, doing role-plays, bringing different situations in the class where English is required or other.

Do you believe that the use of the students' L1 favours the transfer of oral skills between their L1 and English?* Yes / No

If the previous answer is yes, should there be any limit for the L1's use?* Yes / No

How can English be introduced in the first key stage? (Mark those options you agree with)* Group work mainly, pair work mainly, individual work mainly, establishing routines and habits, songs and chants, importance to oral skills, importance to reading and writing, total physical response, repetition, use of Translation, use of Code-switching, learning by doing, task based activities, storytelling, arts and crafts, playing games or other.

Can you propose different type of activities to favour the development and transfer of oral skills in English?*

How many different activities should be planned for a session?* Between 1-2 activities, between 3-5 activities, between 5-8 activities, more than 8 activities or other.

From a scale from 1 to 10, which is the importance of the plurilingual competence in an additional language class (English)?*

Do you take into account the plurilingual competence when planning your Didactic Unit?* Yes, I do / I tried to but it is complex / No, I don't / No, but I would like to / Other.

For the development of this dissertation, the ethical policies exposed by Berrocal de Luna and Buendía (2001) were taken into account. Firstly, all participants who took part in a focus group, as they were underage, their families were asked to fill in the “informative consent” to allow their children be part of this research. Before signing the consent, the aims of this research were explained to the parents and, as well, they were informed that the recording would only be used for the dissertations’ purpose. Moreover, adult participants were made clear that none of their personal data would be exposed and neither shared along other peer mates. It would be kept anonymous as well as any other information that the participants didn’t wish to be published. Regarding the participant schools, their names, as well, remain unknown.

Secondly, all the information that has been used is authentic and has been properly cited throughout the article and referenced in the correct section by following the APA guidelines. No fake data has been used in the development of this dissertation in order to achieve the expected results.

5. Results

The previous instruments were applied to the adequate population. Nevertheless, there were some timing inconvenient and the extracted results were only from a reduced number of participants. Firstly, from the 68 schools to which the online questionnaire was sent, 14 answers were received. Secondly, two schools took part from the focus group (El Masnou and Barcelona schools) and one English teacher (from Barcelona school) was observed during English class. The school in Sabadell, due to time restriction, was not able to participate in the data gathering.

Despite having a reduced part of the participants to take place, a triangulation of results has been made among the information gathered from the 3 different instruments with which some of the RQ and aims can be answered.

5.1 Focus group

From the two focus groups that were conducted, in the school of El Masnou there were 2 participants (2nd and 3rd grade) instead of 6, as it had to be conducted during leisure time activities; and in the school of Barcelona there were 3 participants (1st, 2nd and 3rd grade) instead of 6 due to the school’s activity planning. The data that was gathered was used to give answer to objective 2. *To explore the roles given to the L1 of the students in English class.*

First of all, regarding the teachers’ attitudes towards the students’ L1 in English class, in both focus groups students expressed that their teachers accepted their L1 and

allowed them to use it. Nevertheless, students explained that for those things they have already learnt and know how to say them in English, the teacher asked them to make an effort. **S1.**“Si hi ha *algo* que sabem dir ens obliga a fer-ho en anglès”. On the other hand, when I asked if other minority L1 were present in the class, students from both focus group stated that these languages were not taken into account during the classes. A student whose mother tongue is Russians answered **S2.**“*No perquè dirà quina tonteria no és un idioma*”.

In relation to the roles given to the students' L1, the participants from both focus group agreed that interaction between students and teachers was done majoritarian in English, while between students the interaction was in their L1. An aspect that was highlighted was the use of the students' L1 for discipline. In one of the focus groups the teacher used English to maintain a good learning environment, **T1.** “Silence please; Please stop”, except for really bad behaviours when s/he used the L1. Contrary, during the other focus group the students commented that their teacher used the L1 for discipline, **T2.**“*Se acabó; Basta*”, as the teacher used expressions that they hadn't worked in class.

As well, students shared that their English teachers also used their L1 for checking understanding with difficult or important concepts, “*Explicar coses que ens hem d'enterar bé*” or for translation. Teachers, sometimes, used to translate what they have already explained in English for the students, as they have not understood quite well the activity. As well, when explaining new vocabulary, if it was a new word, she usually translated them.

5.2 Observations

Due to time restriction the teacher from the school in Barcelona was observed during 3 hour-long English sessions in 2nd grade. As well, 3 groups of 1st grade students were generally observed in order to gather information about 6-7 year old students.

From the sessions that were observed, in class there were always three languages present: English (mainly), Catalan and Spanish. Most of the interaction was done in English but students were allowed to use their L1, and so was the teacher who used it basically for discipline, checking understanding and addressing to students with learning difficulties. As mentioned the teacher accepted the use of the students' L1 in class, for example:

S3: “*No sabia explicar-ho en English*”.

T3: “*It's okay! You can use your language*”.

If the students used expressions or vocabulary words that had already been introduced in class, they were asked to say them in English. Students were arranged in groups or circle and most of the activities that were done were collaborative and included songs, chants, storytelling and digital games.

5.3 Questionnaires

5.3.1 Teacher's questionnaires

From the 14 teachers, 42,9% (6/14) considered themselves to respect their students' L1, 42,9% (6/14) accepted the students' L1 in class and 14,3% (2/14) considered themselves tolerant.

Regarding its use, 92,9% (13/14) allowed their students to use their L1 whereas 7,1% (1/14) didn't allow his/her students to talk in their L1 during English class. Although only 57,1% (8/14) teachers took into account other L1 a part from Catalan and Spanish. As for the teachers, 92,9% (13/14) used their students' L1 in class while 7,1% (1/14) didn't. Those who used their students' L1, used basically for discipline (53,8% - 7/13). Nevertheless 92,9% (13/14) of the teacher agreed that a limit should be established in order to avoid an excessive use of L1 in English class.

When asking if having the students' L1 present in the class brought advantages or disadvantages, 71,4% (10/14) agreed that it was beneficial for the students to be able to use their L1, although 64,3% (9/14) also agreed that there some inconvenient that should be borne in mind. Some of the teachers coincided that by using the L1 in class, students gained more confidence (54,5% - 6/14), felt more comfortable (45,5% - 5/14) and were more participative (45,5% - 5/14). Contrary, they stated that by having the L1 was present in class; students didn't interact among themselves in English (45,5% - 5/14) and were deprived from the English input (44,4% 4/14).

In addition, 78,6% (11/14) of the teachers believed that the use of the L1 in class favours the transfer of oral skills, that is why 85,7% (12/14) considered necessary to give importance to the oral skills in class. Agreeing with this, 100% (14/14) affirmed that songs and chants are a good resource to start introducing English in 1st key stage. As well, some other interesting tools shared among most of the teachers (85,7% - 12/14) were games and storytelling and for 78,6% (11/14) establishing routines and habits.

When asked about the importance of the plurilingual competence, half of the teachers valued its importance as a 7, meanwhile a 14,3% (2/14) valued it with a 10 and 7,1% (1/14) valued it with a 5. In relation to the plurilingual competence 28,6% (4/14) took it into account when planning their DU and 42,9% (6/14) said they tried taking it into

account but it was too complex.

Many shared their opinion on how beneficial it was for the students to be educated towards the development of their plurilingual competence. **T4.** *“Students learn languages in a more global way. They get to understand that what they know about one language can provide them with info and a scaffolding for learning others”* or **T5.** *“Education towards the development of the plurilingual competence brings students the opportunity to know other languages and cultures.”*

5.3.2 Experts’ questionnaires

The three experts answered the questionnaire. First of all, the three experts agreed that the students’ L1 should be present in class. Nevertheless, some advantages and disadvantages were observed. Regarding the advantages, similarly to the teachers, 100% (3/3), believed that students felt more comfortable and more relaxed, hence they gained more confidence and participated more in class. However, only one of the experts, 33,3%, observed disadvantages on the L1 being used in English class. She felt that the students were being deprived of the English input and they could feel more anxious. As well, they all agreed that the use of the students’ L1 favoured the transfer of oral skills between the two languages, L1 and the TL.

Regarding the plurilingual competence, when asked if it should be considered as innate, they expressed different ideas. 66,6% (2/3) believed that depending on the students’ background could be either innate, if the child had been raised in a plurilingual environment, or developed. The other expressed that it should be considered as innate but actually it was something to develop and, as well, to be taught. According to 66,6% (2/3) experts agreed that most of the time students are not aware of their plurilingual competence, whereas 33,3% (1/3) expressed that it depended on the students environment.

Contrary to the teachers, 100% (3/3) of the experts valued the importance of the L1 with a 10: **E1.** *“Because it can help make learning effective”*. And in order to favour its development, interaction, translanguaging and code-switching were the methodologies that all of the experts defined as effective; storytelling, translation and cooperative were chosen by 66,6% (2/3).

5.4 Discussion

As commented, there were some time handicaps during the data gathering, as not all the participants were able to finally take part in the research. As a consequence, one of the weaknesses from the obtained results is that the population that was contacted

was not very wide. Nonetheless, the preceding results can be considered a reliable. The most surprising data has been organised in 3 different blocks according the theoretical framework and the RQ and aims.

The first block is about the use of the L1. It is impressive that from the 14 teachers that were questioned only 1 teacher didn't allow his/her students to use their L1. To be honest, before receiving the results I expected that there would be more teachers that still would not be aware of the benefits that having the students' L1 in class brings. Nevertheless, when referring to minority L1, not a strong majority brought other languages in the class and that was something that with the elaboration and implementation of the action plan tried to solve. In relation to the experts' questionnaire, only one of the experts expressed her concern on some of the disadvantages she had observed about the L1 being used in English class. I would have believed that, even though the use of the L1 in class has some strong benefits it would also have drawbacks, that is why I predicted that all 3 experts would present some discontentment towards the use of the L1 in English class. Despite this small difference, they all agreed that the use of the students' L1 was they key tool for the plurilingual competence.

The second block refers to the roles given to the students' L1. Multiple were the teachers who used the students' L1 for discipline and some others for checking understanding; however, many forgot to mention the importance of using the students' L1 for translanguaging techniques such as translation and code-switching, which is why, this was another aspect that was presented in the action plan to help teachers use the students' L1 efficiently and effectively.

Lastly, the third block takes into account the results regarding the plurilingual competence. Both, teachers and experts were asked to submit, on a scale from 1 to 10, the importance they gave to the plurilingual competence. As I hoped, 100% of the experts valued its importance with the highest number. Notwithstanding, the teachers' view on the plurilingual competence, made me realize how necessary the elaboration of the action plan was, as only 2 of the teacher valued it with a 10. Additionally, greater part of the teachers didn't take plurilingual competence into account when planning or presented difficulties to do so.

With reference to the plurilingual competence development, it surprised me the fact that its development could be innate as I thought that it would be something to be worked throughout the scholar years, which, actually, it is; but, in time, it can be something that children start developing since they are born. This is the reason why, is

important to start working on oral skills, and favouring its transfer, as the experts say, through plurilingual teaching methodologies and, according to all English teachers, with motivating activities such as songs and chants, among others.

All in all, most objectives were answered with the gathering of information. Even though, with the instruments, it was made clear that the development of the action plan was necessary in order to solve and give answers to the teachers' doubts and make them aware of the importance to use effectively the students' L1 to enhance the development of the plurilingual competence of their students.

5.5 Didactic Proposal

See annex 3 for the complete Action Plan.

Objectives

- To promote the development of the plurilingual competence by motivating the students to use the TL language as a tool of communication.
- To guarantee an optimal use and acceptance of the students' L1 in English class.
- To make students aware of their linguistic and cultural background and encourage them to bring it into play when learning English.
- To work on the oral communicative skills.
- To allow students to compare their L1 and the TL (English) in order to look for similarities and differences.
- To help students realise that they are living in a globalised world.
- To educate the students to respect and show interests towards the other languages and cultures in the class.

Methodology

1. Use of students' L1 throughout translanguaging techniques (translation and code-switching)
2. Task based activities
3. Group work / cooperative activities

Description of the activities

TOPIC 1: Around the world

Activity: Where are you from?

First thing to do before starting the project is to know the linguistic backgrounds from

each student and have its country and L1 present while doing the activity.

Firstly the students will gather and make a circle. The teacher will show them different flags from around the world and ask them if anyone recognises them, this would be a good moment to show the flag from a student whose parents are from another country and get him/her to explain some curiosities about it. Once the students are familiar with the flags and have related them with a country, the teacher will introduce a typical greeting from each of the countries. For example:

- Catalan: Bon dia!
- Spanish: Bueno días!
- English: Good morning!
- French: Bonjour!
- Italian: Buongiorno!
- Finnish: Hyvä päivä!

But, it will be the students who will have to decide which expression corresponds to each country. Once it is clear, the following song can be played, better twice to stress the key structure “**Where are you from?**” to introduce the next game.

Song: <https://www.youtube.com/watch?v=I6A2EFkjXq4>

After the song, each student will be given one small flag of a country (from the previous ones). The objective of the game is that they can find the other student or students that come from the same country. To do so the following dialogue can be used:

S1: *[Greeting in the country language]*. Where are you from?

S2: *[Greeting in the country language]*. I am from *[country]*. Where are you from?

S1: I am from *[country]*.

When they find someone that comes from the same country, they can hold hands and go look for the other members. To help students remember the different structures they can be either posted around the class with flashcards or they can be written down in the blackboard.

Once the Unit has been presented, a world map can be hung in the classroom. The teacher can explain the students that from now on, when they travel to a country or they meet someone from another country, they can bring to the class a new word. Then, the new word can be translated into as many languages present in the class as possible.

Timing

In order to achieve the different objectives of the action plan, is really important to start implementing it since the beginning and throughout of the scholar year. The different methodologies and teaching techniques need to be applied during all the English sessions with the 1st key stage students. There should be a constant continuity for the plurilingual competence to be developed, which is why it needs to be worked all along the 1st key stage (1st and 2nd grade).

Assessment

There are two assessing proposals for the action plan:

- Assessment grid

The student ...	Good	Average	Poor
Adapts his/her linguistic repertoire according to the situation.			
Is aware of some similarities and differences between his/her mother tongue and English.			
Interacts in class using English as much as possible.			
Feels comfortable and relaxed during English class knowing that s/he can use her/his L1.			
Relates what s/he knows in her/his L1 with what s/he is learning in English.			
Puts into practice his/her linguistic background when learning English.			
Shows respects and interest towards other cultures and languages.			
<i>Observations:</i>			

- **My plurilingual brain** (based on Gail Prasad's dissertation) – students will be asked to represent their linguistic repertoire in the brain through a self-portrait.

6. Conclusions

6.1 Aims and Research Questions

All things considered, the conclusions to my dissertation are the following:

O1. To promote the development of the plurilingual competence, mainly regarding oral skills. Throughout the dissertation different information and data about how to boost the development of the plurilingual competence has been gathered and analysed in order to develop a proper action plan. That is why this objective can be considered as partially achieved. The action plan has been fully developed and has reached its objective which was to provide the teachers different guidelines to enhance the development of the plurilingual competence of their students, especially, concerning the oral skills, for this reason the action plan was based on an IPA. Nonetheless, taking into account that the action plan was not implemented and neither

assessed, it can't be said for sure if it truly promotes the development of the plurilingual competence.

O2. To explore the roles given to the L1 of the students in English class. Firstly, the previous research done to elaborate the theoretical framework gave a wide perspective of the different L1 roles that researchers certified that were beneficial if used properly. Later, with the implementation of the instruments it was possible to check if teachers put those roles into practise when teaching English. As well, the experts gave us their opinions on the matter, which served us to confirm what it had been explained in the theoretical framework. Multiple are the roles that can be given to the students' L1, some may be considered to bring drawbacks to the students' learning and some others may be considered as beneficial but, as many researchers agree, as long as there is not an overuse of the students' L1, there should not be a problem. For that, this objective can be considered as achieved.

O3. To observe whether the use of the mother tongue of the students during the English class helps a positive transfer of the oral skills in English during the first key stage. This objective has been sufficiently attained. In theory, according to the three English classes that were observed, the results of the questionnaires and the pre-existing studies on the matter, it can be stated that by using the students' L1 in class, students are able to interrelate the languages they already know with the TL. However, as it was not possible to conduct the action plan that was directed to students of a young age who just started mastering their L1 and its main focus was the transfer of oral skills, it is not possible to properly validate if by using the students' L1, students are able to work on their oral skill transfer between languages.

O4. To discern which are the effective techniques/methodologies for the plurilingual competence to develop. After all the research that has been done it can be affirmed that the use of the students' L1 is one of the most useful techniques to boost the development of the plurilingual competence. Translanguaging techniques such as translation and code-switching have been the methodologies gathered from the researchers and the experts' questionnaires. They shared their beliefs about how a good use of these methodologies can help the development of the plurilingual competence. Besides, two other methodologies that shouldn't be forgotten, the task based learning and the cooperative work, also promote the development of the plurilingual competence. In short, despite not being able to assess the action plan in which it was proposed to work by means of these methodologies, this objective has been satisfactorily achieved.

Additionally, the research questions that were proposed at the beginning of the development of this dissertation can be answered up to a certain point:

- Research Questions

RQ 1. How can the use of the L1 of the students during English classes enhance the development of a plurilingual competence? This question has been answered with some of the previous objectives and as well with the development of the action plan. In it, different guidelines for the teachers have been offered in order to help them use the L1 effectively to promote the development of the plurilingual competence of their students. If the proposed methodologies are used properly and the English teachers regard the plurilingual competence as something important to be taken into account, an efficiently use of the L1 can be done and the plurilingual competence of the students can be reinforced.

RQ 2. How can the elaboration of an action plan based on an integrated plurilingual approach favour the transfer of the oral skills in English during the first key stage? The action plan was elaborated taking into account the theory extracted from the theoretical framework and the different beliefs that the English teachers and the experts that were questioned shared. The action plan was based on an integrated plurilingual approach; notwithstanding, as it was not possible to put it into practise it can't be totally assured if the action plan favoured the transfer of oral skills between languages and neither if it enhanced the development of the plurilingual competence. Hence, this question remains unanswered.

6.2 Limitations

I throughout this process of 8 intense months I came across with 2 main limitations when developing the dissertation.

First of all and most important, one of the objectives of the action plan, that has been elaborated, was to develop the students' plurilingual competence and it was something that needed time to be properly planned. The action plan proposed different activities that could be introduced daily during the English sessions to start promoting the development of the plurilingual competence. In order to assess it, it should had been implemented and observed from the beginning of 1st grade until the end of 2nd grade, as it is a two year long action plan. This was the main reason why it couldn't be implemented and neither assessed.

Secondly, time has been challenging, especially during the implementation of the instruments and the data collecting as it coincided with the internship period. And as

well because the number of participants to take part in the data gathering, finally, was not as high as expected. Notwithstanding, clear and reliable results were extracted.

6.3 Future research

As a consequence of some of the former limitations, although my dissertation has come to an end, there are still further tasks to be done. First of all, the action plan could be applied from the beginning of the scholar year, as it was not possible during its elaboration, in order to check if it really boosts the development of the plurilingual competence from the 1st key stage students and observe its strengths and weaknesses to be improved.

Moreover, in case it accomplishes the proposed objectives, it would be interesting to keep working on oral and communicative activities, combined with other language skills activities (reading, writing or listening), throughout the following key-stages so the development of the plurilingual competence can be guaranteed.

Additionally, there is an aspect from the plurilingual competence that interested me while doing the research but due to time limitation it was not possible to include it in the research. Hence, another research study that could be done around the plurilingual competence would be to analyse at which point this competence starts to develop and emphasise its presence during the initial stages.

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8. Annexes

Annex 1 – Consent form El Masnou School

CONSENTIMENT INFORMAT PER LA PERSONA PARTICIPANT

Benvolguda família,

Sóc la Clara Garrit Nicolau alumna del 4t curs del doble grau d'Educació Primària en anglès i infantil a la Facultat de Psicologia i Ciència de l'Educació i l'Esport a Blanquerna, Ramon Llull. També sóc exalumna de les XXXXXX i actual monitora de l'Esplai Sant Pere (on el seu fill o filla hi participa).

Estic en procés d'elaboració del meu Treball de Fi de Grau. A l'estar cursant la menció en la llengua anglesa, el meu TFG vol estudiar el desenvolupament de la competència plurilingüe a partir de la transferència d'habilitats orals en el cicle inicial. És per això que per poder extreure més informació vull organitzar un focus grup (grup de discussió) amb 6 alumnes de l'escola (un per cada curs). El seu fill o filla ha estat escollit per ser el participant del seu curs. Juntament amb els i les altres 5 alumnes ens reunirem durant uns 10-15 minuts per parlar del rol que la seva llengua materna té a l'aula (quines actituds mostra el mestre/a i quins usos se'n fa) ja que un dels objectius de la meva recerca és observar quins són els usos que es fan de la llengua materna i també si l'ús d'aquesta en la classe d'anglès afavoreix el desenvolupament de la competència plurilingüe.

En cas de voler rebre més informació sobre el TFG o bé el desenvolupament del focus grup podeu enviar un correu a la següent direcció: claragn1@blanquerna.url.edu.

El material i/o les dades obtingudes del focus grup seran d'ús exclusiu intern de la Facultat de Psicologia, Ciències de l'Educació i l'Esport-Blanquerna. En el cas que fossin incloses en una publicació dins de l'àmbit acadèmic i científic complirien estrictament les condicions ètiques de confidencialitat exigides en una recerca d'aquestes característiques.

Com que el focus grup serà enregistrat és necessari el consentiment per part del pare, mare o tutor/a de l'infant en qüestió. Per tant es demana que contestin les següent preguntes amb atenció tot encerclant la resposta adequada:

- Ha llegit tota informació que li ha estat facilitada sobre aquest projecte? SÍ/NO
- Ha tingut l'oportunitat de preguntar i comentar qüestions sobre el projecte? SÍ/NO
- Ha rebut suficient informació sobre aquest projecte? SÍ/NO
- Està d'acord que el seu fill o filla hi participi? SÍ/NO

En cas afirmatiu ompli els següents espais buits:

Jo mare-pare-tutor/a, amb DNI autoritzo al meu fill/a a participar del focus grup organitzat per la Clara Garrit amb la finalitat de poder obtenir resultats pel Treball de Fi de Grau. Per tant, també autoritzo que el meu fill/a sigui enregistrat durant la seva participació i que la informació recollida serà utilitzada només per ús exclusiu de Blanquerna – FPCEE.

Data:

Signatura de la mare – pare – tutor/a de la persona participant,

Annex 2 – Consent form Barcelona School

CONSENTIMENT INFORMAT PER LA PERSONA PARTICIPANT

Benvolguda família,

Sóc la Clara Garrit Nicolau alumna del 4t curs del doble grau d'Educació Primària en anglès i infantil a la Facultat de Psicologia i Ciència de l'Educació i l'Esport a Blanquerna, Ramon Llull. Actualment estic realitzant les meves pràctiques a l'escola del seu fill/a, XXXXXXXX.

Estic en procés d'elaboració del meu Treball de Fi de Grau. A l'estar cursant la menció en la llengua anglesa, el meu TFG vol estudiar el desenvolupament de la competència plurilingüe a partir de la transferència d'habilitats orals en el cicle inicial. És per això que per poder extreure més informació vull organitzar un focus grup (grup de discussió) amb 6 alumnes de l'escola (un per cada curs). El seu fill o filla ha estat escollit per ser el participant del seu curs. Juntament amb els i les altres 5 alumnes ens reunirem durant uns 20-30 minuts per parlar del rol que la seva llengua materna té a l'aula (quines actituds mostra el mestre/a i quins usos se'n fa) ja que un dels objectius de la meua recerca és observar quins són els usos que es fan de la llengua materna i també si l'ús d'aquesta en la classe d'anglès afavoreix el desenvolupament de la competència plurilingüe.

En cas de voler rebre més informació sobre el TFG o bé el desenvolupament del focus grup podeu enviar un correu a la següent direcció: claragn1@blanquerna.url.edu.

El material i/o les dades obtingudes del focus grup seran d'ús exclusiu intern de la Facultat de Psicologia, Ciències de l'Educació i l'Esport-Blanquerna. En el cas que fossin incloses en una publicació dins de l'àmbit acadèmic i científic complirien estrictament les condicions ètiques de confidencialitat exigides en una recerca d'aquestes característiques.

Com que el focus grup serà enregistrat és necessari el consentiment per part del pare, mare o tutor/a de l'infant en qüestió. Per tant es demana que contestin les següent preguntes amb atenció tot encerclant la resposta adequada:

- Ha llegit tota informació que li ha estat facilitada sobre aquest projecte? SÍ/NO
- Ha tingut l'oportunitat de preguntar i comentar qüestions sobre el projecte? SÍ/NO
- Ha rebut suficient informació sobre aquest projecte? SÍ/NO
- Està d'acord que el seu fill o filla hi participi? SÍ/NO

En cas afirmatiu ompli els següents espais buits:

Jo mare-pare-tutor/a, amb DNI autoritzo al meu fill/a a participar del focus grup organitzat per la Clara Garrit amb la finalitat de poder obtenir resultats pel Treball de Fi de Grau. Per tant, també autoritzo que el meu fill/a sigui enregistrat durant la seva participació i que la informació recollida serà utilitzada només per ús exclusiu de Blanquerna – FPCEE.

Data:

Signatura de la mare – pare – tutor/a de la persona participant,

