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Exploring the Benefits and Challenges of Using Students' L1 in the English Class

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ABSTRACT

Over the past decades, many scholars and researchers have been struggling to determine whether the exclusive use of the target language (TL) in the additional language (AL) classroom is the most effective and beneficial method for students. Hence, the prime aim of this investigation is to detect the benefits and challenges of using the first language (L1) in the AL class. In order to attain this aim, this paper describes the key concepts related to AL learning, analyses its historical background and identifies contemporary educational perspectives that are most actively defended nowadays. In this sense, a research has been carried out in a secondary school in Barcelona in which students learn English as their AL. Classroom direct observation, students' questionnaires and an interview to an AL teacher have been employed to complete this research. Taking all the collected information into account, the data of the instruments has been examined and results showed that L1 integration in the English class can be favourable for students' learning process.

Key words: additional language (AL), target language (TL), additional language learning (ALL), first language (L1), secondary school.

RESUM

Durant les últimes dècades, moltes recerques i estudis s'han esforçat per determinar si l'ús exclusiu de l'idioma "target" a la classe de llengua addicional és l'enfocament més eficaç i favorable per l'alumnat. Així doncs, l'objectiu primordial d'aquesta recerca és detectar els beneficis i reptes de l'ús de la primera llengua (L1) a la classe de llengua addicional. Per assolir aquest objectiu, aquest treball descriu els conceptes clau relacionats amb l'aprenentatge de llengües addicionals, analitza els seus precedents històrics i identifica les perspectives educatives contemporànies que més es defensen en l'actualitat. En aquest sentit, s'ha dut a terme una recerca en un centre de secundària de Barcelona en el qual els alumnes aprenen anglès com a llengua addicional. Per a dur a terme aquesta recerca, s'ha utilitzat l'observació directa a l'aula, qüestionaris a l'alumnat i una entrevista a un docent d'anglès. A partir de tota la informació obtinguda, s'han examinat els resultats dels instruments i s'ha extret que la integració de la L1 a la classe d'anglès pot ser favorable per el procés d'aprenentatge de l'alumnat.

Paraules clau: llengua addicional, idioma target, aprenentatge de llengües addicionals, primera llengua, escola secundària.

RESUMEN

Durante las últimas décadas, muchos académicos e investigadores se han esforzado por determinar si el uso exclusivo del idioma "target" en la clase de lengua adicional es el enfoque más eficaz y favorable para los estudiantes. Así pues, el objetivo primordial de esta investigación es detectar los beneficios y los desafíos del uso de la primera lengua (L1) en la clase de lengua adicional. Para lograr este objetivo, este trabajo describe los conceptos clave relacionados con el aprendizaje de AL, analiza sus precedentes históricos e identifica las perspectivas educativas contemporáneas que más se defienden en la actualidad. En este sentido, se ha llevado a cabo una investigación en un centro de secundaria de Barcelona en el que los alumnos aprenden inglés como lengua adicional. Para llevar a cabo esta investigación se ha utilizado la observación directa en el aula, cuestionarios al alumnado y una entrevista a un profesor de inglés. A partir de toda la información obtenida, se han examinado los resultados de los instrumentos y se ha extraído que la integración de la L1 en clase de inglés puede ser favorable para el proceso de aprendizaje del alumnado.

Palabras clave: lengua adicional (AL), lengua meta (TL), aprendizaje de lenguas adicionales (ALL), primera lengua (L1), escuela secundaria.

Title: EXPLORING THE BENEFITS AND CHALLENGES OF USING STUDENTS' L1 IN THE ENGLISH CLASS

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1. Introduction

Throughout the centuries, some of the biggest concurring concerns in the world of education have been related to language learning. How can someone learn a language other than their mother tongue? What is the best way to do it? Many studies have attempted and are still working to discover the answers of these questions. Different options, indeed, have been explored, but as society evolves, new ideas emerge, as well, raising new questions.

During the nineteenth century, new concepts such as multilingualism or plurilingualism "flourish in times of economic prosperity, mass migration and global cultural contacts" (Frijhoff, 2020, p. 181) so as to depict new linguistic realities. One of the consequences of this socio economic and cultural growth was the desire for choosing a language that could "operate at a global level" and could reduce "the potential for confusion and miscommunication" (Pawels, 2014, p. 42). Eventually, English became this auxiliary language, also known as lingua franca, and began to be taught in most European schools as an additional language. In the teaching of English, the most common assumption was to design lessons and create learning environments in which only English could be employed by both the instructor and learners. However, in the present day, "interest has emerged in promoting plurilingualism in [...] educational contexts, in and beyond the European Union's borders" (Vallejo & Dooly, 2020, p. 4). For this reason, some scholars started to reject the monolingual approach and, in terms of language learning, put forward a new stance: the use of the students' mother tongue, commonly known as L1, in the English language class so as to foster students' plurilingual skills.

Nonetheless, "despite the overwhelming force of the arguments and evidence in favour of bilingual [and multilingual] language teaching in a globalised multilingual world, many curricula, institutions, syllabus, and materials designers, as well as teachers, parents – and, of course, students – remain committed to monolingual teaching" (Hall & Cook, 2012, p. 297). Therefore, this Treball de Final de Màster (TFM) seeks to explore these new theories, plurilingualism and multilingualism in school classrooms, and find out their benefits, drawbacks, and possible forward-looking solutions. In order to do so, this paper takes a journey through the most relevant history of language learning, but without forgetting that the protagonists of the learning process are the students. For this

reason, this study also conducts a practical investigation to capture the personal insights of some secondary school students and their teachers.

This paper, first of all, raises the research questions it aims to tackle. Next, it presents in detail the historical overview of additional language learning and explains the present state of the art. It also describes the research methodology, as well as the school context and participants. Fourthly, it provides the results and discussion of the three instruments, and finally, it draws the conclusions.

2. Research Questions

This dissertation's central purpose is to inquire into one of the most controversial issues in the area of language learning: the role of L1 when learning an additional language. Thus, so as to explore the benefits and drawbacks of using the L1 in the English class, this paper rises the three following research questions:

1. How can the use of L1 improve English lessons?

2. What are the positive and negative effects of working with L1 in English class?

3. What is the most effective way for languages to coexist in the same environment (classroom)?

3. Theoretical Framework

This chapter will trace the historical evolution of language learning, from the monolingual vision towards plurilingual perspectives. Secondly, the most essential terms such as multilingualism or translanguaging will be explained, and lastly, it will discuss the educational and social situation regarding language learning and teaching the world has to face in the present day.

3.1 Historical Background of Additional Language Learning: from the Berlitz Method to Questioning Monolingualism

In the first place, since the modern era, when contemporary societies began to rapidly grow technologically, travelling became more accessible to people and many cities were in their expansion boom, language learning started to gain an active role in society. Exposing people to diverse cultures and languages from all over the world became a core objective for society. For this reason, schools sought to integrate the additional language learning (ALL) into their school programmes. According to Hall & Cook (2012), during the nineteenth century, linguistic immersion "was extensively promoted in the language-teaching literature, rapidly gaining the status of an unchallenged assumption, not only in the teaching of English but other major European languages" (p. 275). Linguistic immersion, or also called monolingual context, refers to the creation of an environment in which only the use of the additional language is allowed. As Piccardo & Galante (2017) claim, "the historical prevalence of teaching languages through a monolingual framework [...] saw proficiency in an additional language based on the native speaker model" (p. 149-150). That is to say, the main concern of language teachers was that learners had to acquire exactly the same level of additional language as that of their first language (L1), or also known as mother tongue. This was largely due to the fact that the native speaker was seen as "the ideal speaker of a language" (p. 150).

The Berlitz Method, concocted by the linguist Maximilian Berlitz at the end of the nineteenth century, was one of the first and most widely recognised linguistic teaching methods in history. This immersive method focuses on absorbing the students in the language they are learning and allows them to learn vocabulary and grammar while only listening to, writing, reading and speaking this language. Besides, the chief goal of this method is to simulate life-like scenarios in which the language needs to be used and avoid the tedious task of teaching theoretical concepts initially in the learner's first language and afterwards in the additional language. "The monolingual principle of the Berlitz schools became a model for other institutions" (Hall & Cook, 2012, p. 275) and "spread rapidly throughout the USA and internationally, teaching both English and other languages" (p. 275).

During the middle of the twentieth century, Contrastive Analysis was carried out in order to compare "the learners' own language and the new language" they were

learning (2012, p. 276). The finding determined that "knowledge of learners' own language and its relation to the new language was therefore present in the background of monolingual teaching, even when not allowed in the foreground" (2012, p. 276). However, although "the ideology of language separation and the use of the native speaker as an idealised reference in the teaching of English were well rooted in European education" (Cenoz & Gorter, 2013, p. 593), as Piccardo & Galante (2007) state "the acceleration of mobility in the global village is bringing to the fore aspects of linguistic and cultural coexistence that have certainly prevailed for a very long time in most societies but that, until recently, had been pushed to the background, or bluntly ignored" (p. 147). As a consequence, the monolingual paradigms started to be called into question by several scholars.

On the one hand, according to Cummins (2011), one of the reasons monolingualism started to be criticised is that "it reinforces the empirically unsupported and socially problematic assumption that native speakers are superior English language teachers as compared with non-native teachers (p. 320). This idea of comparison between native and non-native speakers' level still prevails in our society because, as mentioned above, we continue assuming "that the goal of learners should be to emulate native-speaker proficiency" (Hall & Cook, 2012, p. 273). Consequently, many schools "often try to have different teachers for each language and teachers pretend to be monolingual in their target language" (Cenoz & Gorter, 2013, p. 593) or also commonly known as additional or foreign language.

Notwithstanding all the monolingual historical background and the claim that "teaching entirely through the TL makes the language real, allows learners to experience unpredictability, and develops the learners' own in-built language system" (Macaro, 2001, p. 531), it is questionable whether this approach continues to be the most effective methodology for language learning. Take, for example, the situation in which a group of Japanese native speakers have to learn basic notions of English. How can they learn the writing system without using their own language, Japanese, to understand it? And, assuming that there is one of the students in this group who speaks German as well as Japanese, their learning experience would not be and require the same as the other students. Thereby, bearing in mind these factors, that the twentieth century was a period of constant change, influenced "by mobility, immigration, technology and globalisation" (Piccardo & Galante, 2017, p. 148), the education system has undergone a rapid

evolution, and as a direct result, the pure monolingual model began to weaken and become unfeasible.

3.2. Towards New Perspectives: Monolingualism, Plurilingualism and Interculturality

Although, in terms of language learning, the nineteenth and twentieth century were dominated by monolingualism, "the past two decades have seen a shift away from monolingualism to the more conceptualisation of language plurality (Piccardo & Galante, 2017, p. 149). As a matter of fact, some concepts related to linguistics such as multilingualism and plurilingualism emerged so as to describe the huge linguistic and cultural repertoire of the twenty-first century. Multilingualism refers to "the coexistence of different linguistic packages at a variety of levels in various settings in a given society, group or community and to their common use by a coherent number of its members" (Frijhoff, 2020, p. 180). On the other side, plurilingualism is "the individual ability to master and use several languages in a sequence of situations or at the same time" (2020, p. 180). Therefore, it can be argued that Europe is a multilingual nation, and accordingly, many European citizens are plurilingual.

In light of this linguistic panorama, "learners are no longer seen as linguistically and culturally neutral individuals" (Piccardo & Galante, 2017, p. 158) because previous knowledge, learning abilities and needs are totally unique to each individual. Moreover, whereas "the perpetuation of the monolingual principle [...] is associated with multiple forms of injustice to both teacher and learners of English" (Cummins, 2009, p. 320), the plurilingual vision "holds that an individual's whole linguistic repertoire should be allowed everywhere and without restriction for the sake of achieving communicative competence" (Alsaawi, 2020, p. 19). In short, this approach seeks to promote the development of students' plurilingual competence "while moving away from the 'ideal native speaker vs. deficient L2 learner' binomial" (Valleo & Dooly, 2020, p. 5).

Furthermore, plurilingualism attempts to build bridges instead of drawing borders between languages. Recent linguistic studies have demonstrated that people who speak two or more languages "do not keep each language in a separate compartment but build up a unitary communicative competence" (Alsaawi, 2020, p. 17). To put it more simply,

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even though the use of L1 becomes forbidden in an AL class, it does not imply that this language disappears from the students' thoughts, or even from conversations with other classmates. For this reason, many scholars suggest establishing a single language curriculum that can give learners the opportunity to apply their skills in one language to other languages" (Cenoz & Gorter, 2013, p. 596). In this way, the goals of language learners should therefore undergo significant changes towards the development of competences that make them become competent plurilingual learners in their L1, AL and even other languages.

In line with this, developing the intercultural communicative competence (ICC), which is the ability of speakers to communicate in culturally appropriate ways as they move between languages and cultural groups" (Stiefel 2009; Levine 2011 in Hall & Cook, 2012, p. 279), has become one of the primary objectives of ALL. As Ortega (2019) states, plurilingualism "works in tandem with both concepts of plurilingual and pluricultural competence, recognizing the ability a person has to use various languages in a communicative intercultural interaction" (p. 157). In relation to this, Ortega refers to translanguaging as a potentially useful practice because "allows students to use their first language to make meaning in specific pedagogical learning tasks" (2019, p. 156). Besides, in contrast to linguistic immersion environments, translanguaging fosters the creation of fluid and flexible learning situations, promote plurilingualism, "allows flexibility in language teaching and takes away the stress that EGL [English as a Global Language] teachers may experience when thinking rigidly about the exclusive use of English in the classroom" (2019, p. 159).

3.3. The Actual Panorama: Translation for Other Learning Contexts, Pedagogically-Based Code Switching and The Optimal Position

As it occurred with translanguaging, on account of the new plurilingual learning approaches emerging today, techniques such as translation or code-switching that were once considered unacceptable are now starting to be reconsidered. In a more specific sense, Corcoll & González-Davies (2015) discuss the transformation of these two techniques into effective pedagogical tools: Translation for Other Learning Contexts (TOLC) and Pedagogically-Based Code Switching (PBCS). While TOLC "sets out to explore how translation can improve both general linguistic competence and mediation

skills" (2015, p. 69) in the AL classroom, PBCS is used by the AL teacher so as to teach "students [how] to work with several languages simultaneously" and show them "language similarities, differences, and connections" (2015, p. 70). In the opinion of Wilson & González-Davies (2017), "by allowing students to translate, we [teachers] are fostering the use of natural plurilingual learning skills and strategies that can be transferred to other learning contexts" (p. 12). Hence, AL learning is currently conceived as focusing on teaching the language, its use and technical aspects but also on raising learners' metalinguistic consciousness and boosting their plurilingual skills.

Further, monolingual paradigms did not take into consideration that there are also newcomer students in schools who do not speak either the L1 of the teacher or their classmates, or the AL. In these cases, owing to the fact that monolingual methods consign "newcomer students to a non-participatory role in [...] the classroom until they are capable of expressing themselves without embarrassment" (Cummins, 2009, p. 320), it is crucial to adopt plurilingual strategies in order to support and reinforce these students' learning process. Besides, by encouraging plurilingualism, the L1s of newcomer students can be also integrated into the AL classroom in order to make students "get familiar with [...] the two language [their L1 and the AL] cultures and linguistic structures" (Yazpanpanah, 2019, p. 68) and, thus, be used as a connecting link between the newcomers and the other students.

In brief, drawing on the whole language learning history and the studies being conducted currently, it can be concluded that there is an increasing stream of research in favour of the use of L1 and other languages in the AL classroom. "The Optimal Position", articulated by Macaro (2001), would attempt to depict the scenario that numerous educational institutions are striving to establish:

> There is some pedagogical value in L1 use. Some aspects of learning may actually be enhanced by the use of L1. There should therefore be a constant exploration of pedagogical principles regarding whether and in what ways L1 use is justified (p. 535).

This posture, in effect, advocates lines of enquiry into the use of learners' L1 in the AL learning. It likewise upholds the pedagogical mission of the L1 and supports the idea of striking a balance so that languages can coexist in the same classroom learning environment.

4. Methodology

As determined by Bilgin (2017), "the method to be used in a research is a matter that should be carefully considered by every researcher who wants to obtain scientifically valid and reliable results" (p. 1). Depending on the results the researcher aims to achieve, a specific type of research approach has to be conducted. Qualitative research is particularly useful for examining "people's subjective experiences" (Leady, 2017, p. 124), whereas quantitative method values "statistical descriptions, and generalizability" (p. 87). On account of this, the methodology used in this research combines both qualitative and quantitative instruments which focus on analysing three different perspectives: the teacher's one, the student's one and mine, as a practicum student.

First of all, the observation took place during three sessions per class. A grid with multiple items was created so as to take notes during the process of internship. After finishing it, the questionnaires were prepared, one for the students and one for the teachers, and were sent to the teachers. Finally, students from all secondary school grades and some English teachers completed the questionnaires.

The principal aim of the observation grid is to examine how or whether L1 and other languages are used in the English classroom. The questionnaires, on the other hand, are intended to identify the teachers' and students' insights on the positive and negative effects of the use of L1 in English lessons.

4.1. School context

This research was effectuated in the school I did my internship during the first and second semester of this school year (2021-2022). It is a semi-private school located in the periphery of Barcelona and has about 800 students from P3 to 4th of ESO. One noteworthy aspect of this school is that the classrooms are not split. That is to say, there are around 60 students per class and, as a consequence, all subjects, including English, are taught by three teachers simultaneously.

Regarding the English subject, each class takes three hours of English per week. During the sessions, the students do exercises in different fields (grammar, vocabulary, listening, etc) using a personal laptop or a tablet. The teachers, in the meantime, help

students identify their mistakes, give them constructive feedback on their work and suggest solutions to help them solve their difficulties. In addition, an English native speaker joins the class for one hour per week, takes a group of students for ten minutes and does oral activities with them.

In terms of the approach followed in the English sessions, this school strongly supports linguistic immersion. That is, teachers speak mostly English and there are no tasks or assignments that require the use of other languages. Concerning the students, when they have to interact with each other they have to do it in English and when they use other languages they are told to switch to English.

4.2. Participants

Teachers and students participated in this study. As mentioned above, apropos the direct observation, the four secondary school grades were involved in the development of this instrument. A group of 95 students and two English teachers answered their respective questionnaires.

Table 1: The number of students that responded to the questionnaire.

Number of participants	95 students
1st of ESO	31 students
2nd of ESO	18 students
3rd of ESO	23 students
4th of ESO	23 students

Students participating in this study range in age from twelve to seventeen years old. As the Table #1 below illustrates, all of the students are in secondary school and most of them have studied primary education in the same school where they are currently studying. Moreover, as is reflected in the section of results and discussion, some of the students who participated in this research have English as their first language (L1).

Regarding the teachers' questionnaire, the two subjects involved in this study present the following characteristics:

Table 2: The number of teachers that answered the questionnaire and some background (age, work experience, mother tongue).

Number of participants	2 teachers	
Age	20-25 years	1
	30-35 years	1
Work Experience Years	1-5 years	1
	6-10 years	1
Mother Tongue or L1	Catalan	2

5. Results and Discussion

In this chapter, the results of the three instruments are discussed and examined in depth. To do so, firstly, the direct observation grid is displayed, point by point, and finding and results are analysed. Secondly, the answers of students' questionnaires are presented and precisely examined, and last but not least, the same procedure will be applied to the findings of teachers' questionnaires.

5.1. Direct Observation

Direct observation consisted of observing English sessions in each class (1st of ESO, 2nd of ESO, 3rd of ESO and 4th of ESO). In total, I studied three sessions per course. Moreover, a grid with eight different items was designed to capture the most

relevant and useful information needed for the investigation. Most of the items focus on students' attitudes and actions in class, however, some others are meant to observe the teachers. In this section, the most relevant results are presented. To see the completed results of the observation grid, see Annex #8.1.

Regarding codeswitching, which is the natural process "of changing between two or more languages" (Cambridge Dictionary, n.d) when people who have knowledge of two or more languages are speaking, direct observation determines that both teachers and students, albeit mostly the latter, use code switching in the English class. It has been noted that students feel more confident alternating languages than just using the AL. These findings indicate that although the teachers attempt to avoid the use of this technique in class, it is still notably present in the classroom. Therefore, this may suggest that we, as educators, in concordance with Macaro (2005), "have to arrive at a pedagogy of codeswitching which bases itself on a theory of optimality in L1 use" (p. 81).

Table 3: Direct Observation grid items 1 and 2 simplified

Specific Item		Classes	Observed / Partially Observed / Not Observed	Further comments
1	Teachers' Code Switching	1 ESO - 4 ESO	Partially Observed	Not too much language alternation, but translation of some words.
2	Students' Code Switching	1 ESO and 2 ESO	Observed	Some of them, when they want to say something, ask the student who has the higher level to do it.
		3 ESO and 4 ESO		They speak English almost all the time. They do codeswitching when they do not know how to express themselves in English.

The direct observation has also revealed the predominant role of online translators such as Google Translator in the English classroom. By empirically examining, students often make abusive use of the translator as they write the answers of the exercises in Catalan or Spanish and translate it to English without really checking how it is written. "Grammatical errors" and "cultural limitations" (Lee, 2019, p. 4) are some of the translator issues found to be detrimental to students. Thereby, yet the use of online translators is inevitably present in the classroom due to students work with laptops, it could be positive that the teachers may "provide adequate guidelines on the use of MT [machine translation], explaining both its strengths and weaknesses to students" (2019, p. 15).

Table 4: Direct Observation grid item 3 simplified

Specific Item		Classes	Observed / Partially Observed / Not Observed	Further comments
3	Use of Machine Translation	1 ESO - 4 ESO	Observed	General use of Google Translator. Some of them use Wordreference.

On the basis of this direct observation, in no instance were any of the students observed speaking English when they had to talk to the teacher due to a personal situation unrelated to the English subject. As discussed above, the act of mixing languages happens naturally to plurilingual people. Particularly, "students set about solving problems, using language as a tool to mediate their thinking, and thereby help and support each other in making meaning" (Ortega, 2019, p. 158). In this way, it seems logical that students choose the language which makes them feel more comfortable when talking about their personal issues.

Table 5: Direct Observation grid item 4 simplified

	Specific Item	Classes	Observed / Partially Observed / Not Observed	Further comments
4	Use of English when they talk about personal situations	1 ESO - 4 ESO	Not Observed	When they are upset, it seems they "need" to speak in the language they feel more comfortable (Catalan/Spanish).

As demonstrated with the observation of the use of code switching, the use of L1 is indeed very present in the English classroom. Despite the fact that teachers attempt to speak English all the time and ask the students to do the same, other languages such as Catalan or Spanish are used in the classroom. Thus, "given the considerable range in both quantity and functional use of the L1" that, as this data show, occurs in AL lessons, "it seems clear that future research needs to establish some principles for codeswitching in FL classrooms" (Macaro, 2001, p. 545). Moreover, it could be argued that by making room for multiple languages in the AL classroom such as learners' L1s, "we [teachers] can give students the opportunity to go beyond learning about the target language only, so that they can become plurilingual students learning in a natural plurilingual environment rather than plurilingual students in a monolingual classroom" (Wilson & González-Davies, 2017, p. 12).

Table 6: Direct Observation grid items 5 and 6 simplified

	Specific Item	Classes	Observed / Partially Observed / Not Observed	Further comments
5	Use of L1 in	1 ESO - 3 ESO	Observed	Although teachers speak

	Specific Item	Classes	Observed / Partially Observed	Further comments
	English class (students)			English, a lot of the students answer in Catalan. When they know teachers are evaluating the activity, they speak most of the time in English.
		4 ESO	Partially Observed	They are very engaged in debate activities. When they know teachers are evaluating the activity, they make an effort to speak English.
6	**Use of L1 in English class (teachers)**	1 ESO - 4 ESO	Observed	To explain difficult concepts, to get students' attention, to explain important aspects (i.e. exam deadlines).

Lastly, observation proved students' participation in many of the English tasks is low, especially when it comes to oral debates. As Zulfikar (2018) points out, this phenomenon may occur due to the fact that "for learners with limited L2 proficiency", speaking exclusively in English "can be restraining since they are unable to express themselves very well" (p. 44). As maintained by Auerbach (1993), using the L1 in AL class "reduces anxiety and enhances the affective environment for learning" (p. 20). Therefore, perhaps general engagement would increase if students could use other languages or techniques such as codeswitching to participate more in class activities.

On the other hand, observation also found that English does not only act as AL but as L1 of few students. This fact is actually important in this investigation because many students feel they are inferior compared to the native speakers, and this also interferes negatively in the low participation rate. This may happen because students still believe in the "idealised model of the 'native' language speaker as the [perfect] referent" (Vallejo & Dooly, 2020, p. 5).

Table 7: Direct Observation grid items 7 and 8 simplified

Specific Item	Classes	Observed / Partially Observed	Further comments

			/ Not Observed	
7	**Students with English as their L1**	1 ESO	Partially Observed	1 student
		2 ESO		2 student
		3 ESO		2 students
		4 ESO		3 students
8	**Students' participation (in general)**	1 ESO - 3 ESO	Observed	Fair participation. When the topic is engaging, they want to participate but sometimes they do not feel comfortable speaking English and want to speak Catalan.
		4 ESO		They participate a lot but sometimes do codeswitching.

5.2. Students' Questionnaire

A mixed quantitative and qualitative questionnaire was designed to obtain opinions and utterances from secondary school students. The core aim of the questionnaire was to find answers to my dissertation's research questions 1 (how can the use of L1 improve English lessons?) and 2 (what are the positive and negative effects of working with L1 in English class?). This section summarises the most research-relevant results, but the complete list of results is attached in the Annex #8.2.

To begin with, the questionnaire introduces two questions to understand a little background information on the students. Thus, the first question (Q1) asks which year of secondary education the students are in, and the Q2 tells them to indicate which languages they speak at home. The results in response to this question show that the majority of them speak Catalan and Spanish at home, but there are also a minority (10,7%) who speak other languages including English, Finnish, Italian, German and Turkish.

In regard to the other questions, the students answered the following:

Q3: Et sents còmode/a quan has de parlar anglès a la classe d'anglès?

Translation: Do you feel comfortable speaking English in class?

Statistically speaking, there is no strong unanimous agreement on the answer of this question. 21,1% of students answered that they always feel comfortable when speaking English in class. Nevertheless, 34,7% and 33,7% of students stated that they usually or rarely feel comfortable, respectively. The missing 10,5% of students affirmed that they never feel comfortable speaking English in class. This evidence leads to the fact that "some learners get frustrated when they can't understand the teacher's L2 input" (Macaro, 2005, p. 70) and consequently, their self-esteem and feeling of comfort become negatively affected.

Figure 1: Q3 pie chart (95 participants)
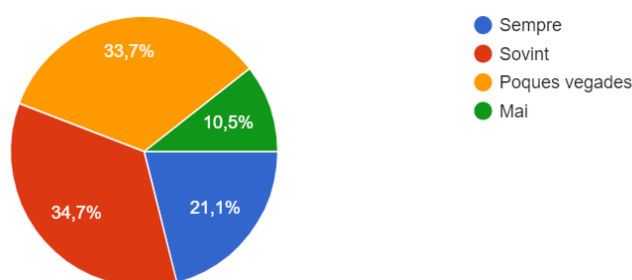
Q4: Per què?

Translation: Why?

This question is raised in a qualitative and open-ended form. Some of the participants explain they feel comfortable speaking English in class because

- STUDENT 42: "he parlat anglès des de petit i tinc un bon nivell" *(Translation: I've spoken English since I was a child and I have a very good level).*
- STUDENT 46: "porque tengo familia inglesa" *(Translation: because I have an Anglophone family)*

However, other participants claim

- STUDENT 30: "Em sento insegura si sé que hi ha alguna paraula que no sabré dir o si puc estar cometent algun error gramatical sense voler, tot i dominar bastant la llengua." *(Translation: I feel insecure if I know that there is some word that I won't know how to say or if I might be making a grammatical mistake without wanting to, even though I have a good command of the language.)*
- STUDENT 48: "Per por a equivocarme, de que es riguin." *(Translation: For fear of making a mistake, of being mocked.)*
- STUDENT 61: "Perquè com que l'angles no es un idioma que utilitzi molt freqüentment (a part de a l'escola) no em sento molt segura parlant-lo ja que tinc la sensació que ho dic tot malament i com que a la classe hi ha companys que parlen molt be aquest idioma, em baixa una mica l'autoestima i per això, algunes vegades em sento incomode parlant aquest llenguatge." *(Translation: Because English is not a language that I use very often (except at school) I don't feel very confident speaking it because I have the feeling that I say everything wrong and as there are classmates who speak this language very well, it lowers my self-esteem a bit and that's why sometimes I feel uncomfortable speaking this language.)*

These outcomes show that many participants feel insecurities and fears when they have to speak English in class. For this reason, the integration of L1 into English classroom could improve classroom dynamics as it provides a sense of security and validates the learner's lived experiences, allowing them to express themselves (Auerbach, 1993; in Zulfikar, 2018). On the whole, it appears that by incorporating students' L1 in English teaching, it may help students to develop greater confidence and socio-emotional welfare.

Q5: Quan el professor/a parla anglès a classe, ho entens tot?

Translation: When the teacher speaks English in class, do you understand everything?

Slightly more than half of the students interviewed, 50,5% namely, perceive that they understand everything the teacher says in the English class. The other 41,1% said "often" and the remaining 8,4% of the students said "rarely".

Figure 2: Q5 pie chart (95 participants)
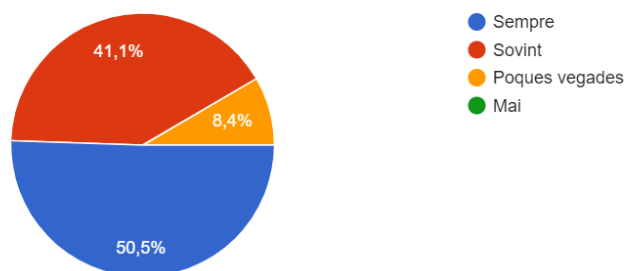
Q6: Imagina que estàs fent un exercici de gramàtica complicat, tens un dubte i el professor/a te'l resol en anglès. Entendries la resposta?

Translation: Imagine you are doing a complicated grammar exercise, you have a question and the teacher answers it in English. Do you understand the answer?

Of the 95 students who were surveyed, 61,1% claimed that they often understand teachers' explanations when doing complicated grammar exercises. 27,4% of the students answered "always", while the rest of the participants, specifically 9,5% and 2%, answered "rarely" or "never", respectively.

In regard to Q5 and Q6, the results suggest that although more than half of the interviewed students can follow the English class and mostly understand everything, there is also a percentage of students who usually have difficulty understanding the lessons.

Figure 3: Q6 pie chart (95 participants)
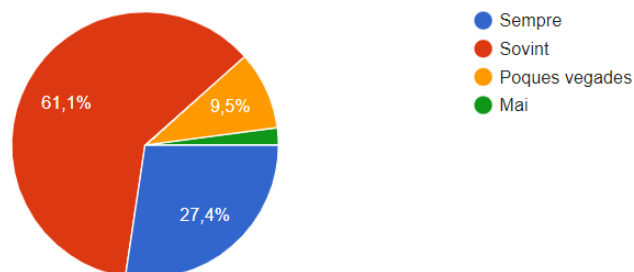
Q7: Imagina que tens un problema personal (exemple: et trobes malament o t'has barallat amb els teus amics/es) i necessites explicar-li al professor/a d'anglès. Li explicaries la situació en anglès?

Translation: Imagine you have a personal problem (e.g. you are feeling unwell or you had a fight with your friends) and you need to explain it to your English teacher. Would you explain the situation in English?

The majority of respondents, specifically 34,7% and 38,9% of them, believe that they rarely or never would talk to their teachers about personal problems using English. The rest of them, 18,9% and 7,4%, chose to reply "rarely" and "never", respectively. As Auerbach (1993) describes "the question of language choice is, in essence, a question of ideology" (p.22). This would explain that students who opt to speak in Catalan or Spanish do so probably because they feel more confident using them than speaking English.

Figure 4: Q7 pie chart (95 participants)
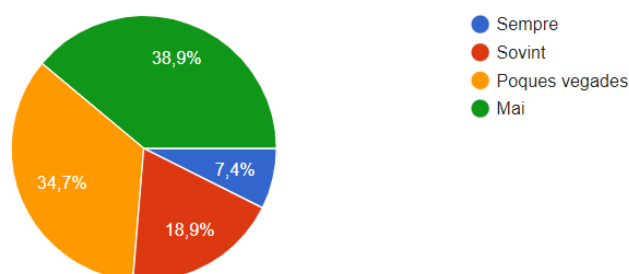
Q8: Si poguessis utilitzar el català o castellà a la classe d'anglès, creus que participaries més?

Translation: If you could use Catalan or Spanish in English class, do you think you would participate more?

The figure reveals that 25,3% and 33,7% of the respondents said "yes" and "probably" respectively about whether they would participate more in class if they were able to use their L1s, whereas 17,9% admitted they would not do it, and the other 23,2% were not sure. This evidence is significantly noteworthy for this research because, as Piccardo & Galante (2017) express, "social interaction [...] contributes to the evolution and structuring" of learning a language. In other words, interaction and participation are crucial factors when it comes to learning a new language. By the same token, if alternating languages could potentially increase student participation, then this could be one more reason to support the use of L1 in the English classroom.

Figure 5: Q8 pie chart (95 participants)
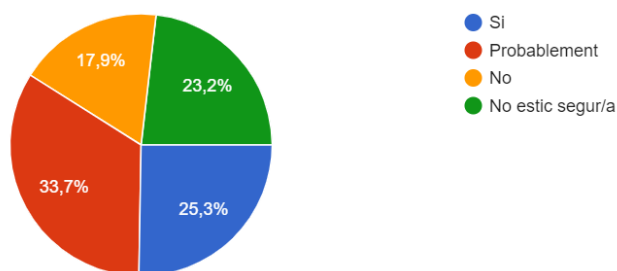
Q9: Si el professor/a d'anglès utilitzés de vegades el català o castellà a l'aula (exemple: per explicar un concepte de gramàtica), creus que estaries més atent/a?

Translation: If the English teacher sometimes used Catalan or Spanish in the classroom (i.e.: to explain a grammar concept), do you think you would be more attentive?

Interestingly 60% of the students had a positive answer toward this question (31,6% answered "yes" and 28,4% said "probably"). 24,2% claimed "no" and the other 15,8% were not sure. This may be due to the fact that mixing languages can lead students to have "positive attitudes toward the process of learning English" (Schweers, 1999, p. 13). Therefore, it has been evidenced that using L1 generates students' involvement and motivation.

Figure 6: Q9 pie chart (95 participants)
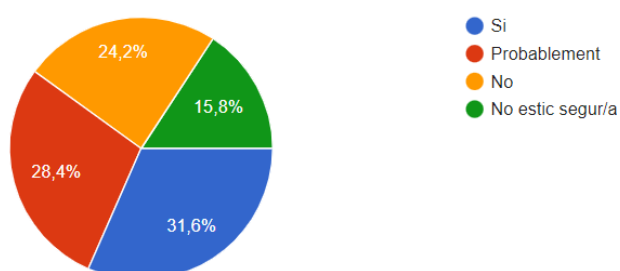
Q10: Creus que seria positiu per tu que el català o castellà també s'utilitzessin a la classe d'anglès?

Translation: Do you think it would be positive for you if Catalan or Spanish were also used in English class?

Unanimously 44,2% students believe it would not be positive to use Catalan or Spanish in the English classroom, whereas 23,2% answered "yes", 20% "probably" and 12,6% were not sure.

Figure 7: Q10 pie chart (95 participants)
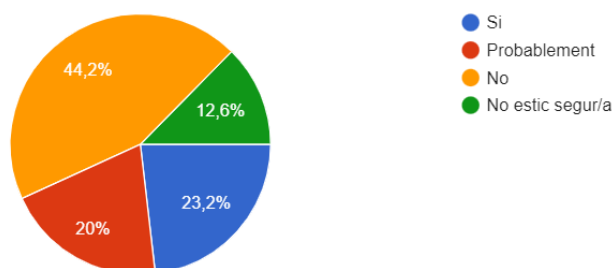
Q11: Per què?

Translation: Why?

This qualitative question, in particular, is very valuable for this research because "learners' attitudes towards" plurilingualism "will also clearly affect the extent and function of own-language use in the classroom, and its potential contribution to learning" (Hall & Cook, 2012, p. 296). Below are a selection of positive and negative responses from students towards this question.

Positive reactions:

- STUDENT 44: "Perquè podríem interactuar més amb els professors." (*Translation: we could interact more with the teachers*).
- STUDENT 57: "Perquè així pracitquem 3 idiomes enlloc d'un." (*Translation: so as to work with three languages instead of one*).
- STUDENT 70: "[Hi hauria] més varietat lingüística." (*Translation: there would be a wider linguistic variety*).

Negative reactions:

- STUDENT 35: "Perquè sinó no aprendríem tan anglès." (*Translation: otherwise we wouldn't learn so much English*).

- STUDENT 42: "Ens hem d'acostumar a sentir l'anglès i a parlar-lo." (*Translation: we have to get used to listening to and speaking English*).
- STUDENT 81: "A mi no em fa falta perquè ja ho entenc tot." (*Translation: I don't need it because I understand everything*).

These reactions show that many of the respondents have mixed feelings about the use of L1 in the English class. On the positive side of reactions, it can be noticed that some students are conscious of the privilege of being able to speak three languages and of the pedagogical benefits of working multilingually (i.e.: to improve the student-teacher relationship). On the other hand, most of the answers of students who do not want to use other languages in the English class are from those who think they have a good level of English and can follow the lessons without difficulties. Besides, some of the negative reactions are also from students who believe that mixing languages can become a handicap to their learning. However, "scientific observations show that children can learn more than one language in a naturalistic context in a seemingly effortless way, and there is little evidence to date of a detrimental effect produced by bilingual education" (Antón, Thierry & Duñaibeitia, 2015, p. 2). Hence, some of these students' assumptions are probably triggered by monolingual theories and linguistic immersion beliefs.

5.3. Teachers' Questionnaire

This questionnaire has been responded by two of the teachers of the school. It has nine questions and in some of them the answer has to be argued. The principal intentions of the questionnaire are to know in which classes the teacher works, the methodologies they use, and their opinion on the use of other languages in English classes.

Question 1 (Q1) was intended to find out which school years the interviewed teachers work with. 100% of the participants responded that they work in all secondary school years (1sr, 2nd, 3rd, and 4th of ESO).

The most relevant results for this research are presented below (see completed results in Annex):

Q2: Do you alternate languages (Catalan/Spanish and English) when you teach English?

This quantitative question was answered with two reactions: "Sometimes" (50% of the teachers) and "Seldom" (50% of the teachers). This result may be caused by the fact that, as maintained by Wilson & Davies (2017), "teachers often express concerns regarding their ability to teach through translation or their fear of provoking detrimental effects on their students by reducing their exposure to the AL" (p. 4).

Figure 8: Q2 pie chart (2 participants)
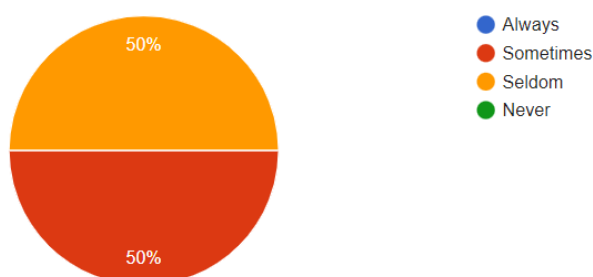
Q3: Do you think linguistic immersion (the exclusive use of a language, in this case, English) in English class is the best language learning method?

In the answer to this question, it can be seen a priori that 50% of the respondents agree in favour of the linguistic immersion method, while the remaining 50% differ. These findings reveal that a significant number of teachers believe that "the monolingual approach as prompting and supporting the students' learning cycle through extensive and strict exposure to and interaction with the target language. (Alsaawi, 2020, P. 16). Nevertheless, the other 50% of the participants seem to support "transformative stances promoted by plurilingualism" and hold that plurilingualism "can defy 'solidified beliefs and practices' regarding a 'monolingual habitus'". (Vallejo & Dooly, 2020, p. 11).

Figure 9: Q3 pie chart (2 participants)
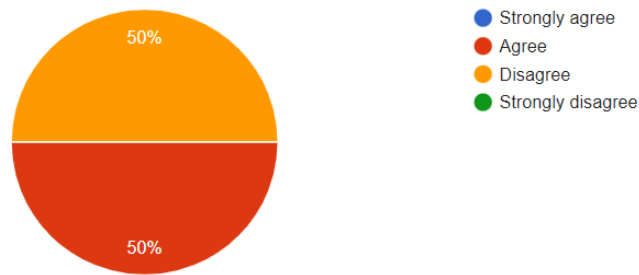
Q4: Why?

These comments illustrate the two opposing standpoints of each teacher. As seen in Q3, one of the teachers is of the opinion that linguistic immersion is the best method in AL teaching whereas the other teacher does not agree. As mentioned above, although plurilingualism is gaining prominence in the field of language learning, "many teachers and policymakers still believe that in order to learn English effectively, students must use English exclusively" (Ortega, 2019, p. 156) as monolingual beliefs that remain so adherent to society claim. In addition, according to Hall & Cook (2012), teacher beliefs can be also influenced "and shaped by a range of sources, including teachers' own experiences as language learners, their practical experience of what is and is not successful in class, and the perspectives of others" (p. 295).

Table 8: Q4 answers (2 participants)

Teachers Answers	
Teacher 1	Teacher 2
They get used to the language, its phonetics and its structures. When using the language in a real context, they can understand it, first, and repeat it, later, as they usually do with their mother tongues.	The school encompasses a huge diversity (different skills, abilities, intelligences). In my opinion, linguistic immersion does not embrace all this diversity. We have to find a balance, perhaps, between linguistic immersion and other kinds of methodologies. Linguistic immersion could be positive for a specific learning profile.

Q5: Do you think using Catalan/Spanish in the English class could be beneficial for the students?

The result of this question is in line with the results of questions 3 and 4: 50% of the participants agree and 50% disagree. By judging these answers and finding that there are widely opposing views on this issue, in concordance with Alsaawi (2020), "it is recommended that further research be conducted on the perspectives of students with regard to plurilingualism and its role in the classroom" (p. 27).

Figure 10: Q5 pie chart (2 participants)
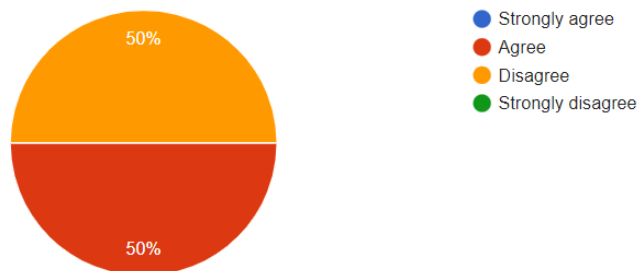
Q6: Would you use students' first language (Catalan/Spanish) in any of these situations? Mark them: to solve a student's personal problem - to clarify a theoretical concept (i.e.: grammar exercise) - to answer a theoretical question - to get your class' attention - to compare languages (i.e.: explain 'false friends') - I wouldn't use Catalan or Spanish in any of these situations - other.

100% of the participants coincide in considering that they would use their L1 to "solve a student's personal problem". Besides, 50% of them would do it in order to "get the students' attention" and "to compare language concepts (i.e.: explain English 'false friends' in Catalan)". In any case they would use the L1 to "clarify a theoretical concept" or "answer a theoretical question". In a nutshell, participants seem to use the L1 as a resource for solving potential problems that may arise in the classroom.

Q7: Do you think students would be more engaged if the teacher alternated languages in the English class?

In relation to this question, 50% of the teachers chose to answer "agree", while the other 50% answered that they do not agree. The role of motivation, according to some researchers, goes hand in hand with the way language is used in the classroom. "Using the L2 exclusively in the classroom could not only lower motivation and morale but also invite feelings of rejection, alienation and denigration of language and culture" (Auerbach, 1993; Schweers, 1999; in Carson & Kashihara, 2012, p. 42). In view once again of the divergence of opinions among the responses, and as stated above, it might be considered that further research is necessary on this subject to find out exactly the beneficial application of the L1 in the AL classroom.

Figure 11: Q7 pie chart (2 participants)
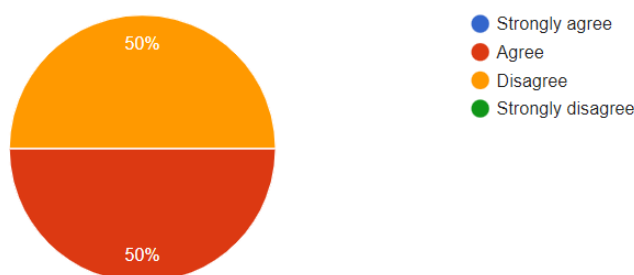
Q8: Do you think using Catalan/Spanish in the English class could be also negative for the students?

As seen in Figure 11, 50% of the participants and the other 50% again take a position by answering "agree" and "disagree" respectively. This demonstrates that despite the fact that some people support the active coexistence of languages in the classroom, there are still others who have doubts about it. "This is probably due to their concern that providing EFL classrooms with more linguistic diversity might hinder students' linguistic development and detract from their focus on the target language" (Alsaawi, 2020, p. 18).

Figure 12: Q8 pie chart (2 participants)
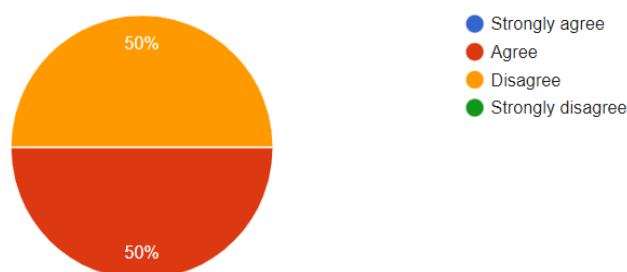
Q9: If you want to add more comments about the questions or the questionnaire overall, feel free to add them here:

At the end of the questionnaire, teachers were given the opportunity to provide comments related to the topic under discussion. The conclusion that can be drawn from these opinions is that none of the respondents totally rejects the use of the L1 in the English classroom. The point of view of Teacher 1 may reflect the fact that "stakeholders are very keen to enhance and support students' learning; however, they are reluctant to accept major changes, such as allowing EFL classrooms to be flexible regarding the inclusion of the students' mother tongue" (Alsaawi, 2020, p. 18). On the contrary, the perceptions of Teacher 2 (i.e.: *perhaps we should start creating activities in which Catalan and English can be mixed…*) appear to coincide strongly with current plurilingual approaches.

Table 9: Q9 answers (2 participants)

Teachers Answers	
Teacher 1	Teacher 2
I think that at some point it can be useful the translation, but I prefer to use more context or other resources instead of translation.	In class, when I want to get students' attention, I always perceive that they answer faster and more efficiently to their L1s. Instead of focusing on translation, perhaps we should start creating activities in which Catalan and English can be mixed (ex: CLIL tasks) We should focus on teaching students how to communicate and have basic notions of English (acquire them thoroughly) instead of wanting them to have a specific level (B2, C1...). Those who like English and want to study it after school will achieve these levels in the future.

6.   Conclusions

This present dissertation had as its chief objectives to investigate how the use of students' L1 can improve English lessons, detect the positive and negative effects of working with the L1 in the English classroom and ultimately, identify which is the optimal solution for languages to coexist in the same linguistic environment (i.e.: AL classroom). After enquiring about language learning historical background and analysing the results of the three instruments, the most fundamental points will be discussed in this section.

In the first place, based on the results compiled in this study, it has been demonstrated that L1 can serve as a valuable toolkit for learning, and, ergo, improve the English lessons. As has been noted with the teachers' questionnaire results, there is a constant tendency to examine the relationship between the students' L1 and AL from monolingual perspectives. Certainly, students still need significant input and exposure to the additional language, nevertheless, using their L1 (Catalan or Spanish) or other languages does not impair their learning process. In the direct observation, it has been realised that the L1 is absolutely essential because it can become the link between theory and practice, along with other linguistic and pedagogical resources that help learners to grasp the sense of communication in the classroom and, hence, to feel the additional language less foreign.

Secondly, apropos the second research question about the effects of working plurilingually in the English class, it has been detected that there are strategies such as code-switching or translation that are highly present among students. As reported in the direct observation, bridging languages through teacher-regulated practices to stimulate learners' language learning, by switching from the L1 to the additional language, is one of the positive effects of working with the L1 in the English classroom. Although, as previously mentioned, the additional language has to be the predominant language in the class, there is no need to implement monolingual or linguistic immersion methods. The point is that if the students are plurilingual, in lieu of trying to eliminate the L1 from their minds when learning another language, they should be taught the advantages of being plurilingual, such as being able to use several languages at the same time and know how to switch between them.

Thirdly, referring to the third research question of this TFM, this study has also been able to prove that coexistence between languages in the additional language

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classroom is possible as long as there is a proper balance of use. In today's multilingual society, in which most of the people speak two or more languages, and as this research has studied in-depth, it is essential to include in the educational model the inclusion of multilingual techniques which fit in with the present reality and facilitate a more fluid and inclusive communication between speakers from different countries. As a consequence of the linguistic diversity, in relation to education and as also revealed in the results of the students' questionnaires, there are a lot of learners with very different linguistic backgrounds, from people who do not share the same L1 as their classmates to people whose L1 is English, the additional language taught in the schools. Therefore, this research suggests that designing activities or tasks in which diverse languages are involved can embrace a deeper sense of inclusivity in the classroom and develop students' plurilingual skills.

6.1. Limitations and Future Research

One of the major limitations of this research is the limited number of students who took part in the survey. In spite of the fact that in the direct observation it was possible to study all the four grades, for logistical reasons, only a small number of students from each class were able to complete the questionnaires. What's more, given that the school does not have a 'Batxillerat', it was not possible to interview older students, which would probably have been helpful, as they are older and, ergo, have a more advanced level of English. Therefore, looking to the future, it would be preferable to study the perceptions of students in both secondary and upper secondary school. In addition, it would be useful to hear the views of students from more heterogeneous backgrounds, such as from different schools or students with more varied linguistic profiles.

Another limitation of this study that must be taken into account is that teachers' questionnaires were answered by an extremely reduced number of people. For future research, it might be useful to have a wider group of respondents, and, within that group, there should be more diversity including teachers who have different ages, teach different subjects, or have more diverse work backgrounds.

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In the end, for future lines of investigation, it would be recommended to elaborate more detailed norms and guidelines to determine rules for students' L1 in the English classroom. In addition, future scholars should read, do research, contrast, and understand in more depth in which specific situations (i.e.: problem-based activities, group projects…) the use of students' L1 or other languages can be beneficial for the learner's learning process.

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8. Annexes

8.1. Direct Observation Grid

	Specific Item	Classes	Observed / Fairly Observed / Not Observed	Further comments
1	**Teachers' Code Switching**	1 ESO	Not Observed	Not language alternation, but translation.
		2 ESO	Not Observed	Not language alternation, but translation.
		3 ESO	Not Observed	
		4 ESO	Not Observed	
2	**Students' Code Switching**	1 ESO	Observed	Some of them, when they want to ask something, they make the student who has the higher level do it instead of trying.
		2 ESO	Observed	Some of them, when they want to ask something, they make the student who has the higher level do it instead of trying.
		3 ESO	Observed	
		4 ESO	Observed	They try to speak English all the time. Usually they change when they want to say something which is not related to the class (i.e.: avui he de marxar abans que vaig al metge)
3	**Use of Machine Translators**	1 ESO	Observed	Use of Google Translator, (sometimes too much i ho fan d'amagat), but they think translating is like cheating.
		2 ESO	Observed	Use of Google Translator, (sometimes too much i ho fan d'amagat), but they see

				translating is like cheating.
		3 ESO	Observed	Use of Google Translator, (sometimes too much i ho fan d'amagat), but they see translating is like cheating.
		4 ESO	Observed	They use a lot Word Reference or ask the teacher for the meaning.
4	**Use of English when they talk about personal situations**	1 ESO	Not Observed	When they are upset, it seems they "need" to speak in the language they feel more comfortable (Catalan/Spanish).
		2 ESO	Not Observed	When they are upset, it seems they "need" to speak in the language they feel more comfortable (Catalan/Spanish).
		3 ESO	Not Observed	"
		4 ESO	Not Observed	"
5	**Use of L1 in English class (students)**	1 ESO	Observed	Although teachers speak English, a lot of the students answer in Catalan.
		2 ESO	Observed	Although teachers speak English, a lot of the students answer in Catalan. Some of them codeswitch.
		3 ESO	Observed	cas J.S. 3r eso en un debat q quan vam canviar a l'angles ja no va voler participar When they know teachers are evaluating the activity, they speak most of the time in English.
		4 ESO	Observed	Very engaged in debate activities. When they know teachers are

				evaluating the activity, they speak most of the time in English.
6	**Use of L1 in English class (teachers)**	1 ESO	Observed	To explain something that is not related to the subject (i.e. demà venen a fer una xerrada), to get students' attention, to explain important aspects (i.e. exam deadlines), sometimes they translate some words.
		2 ESO	Observed	To explain something that is not related to the subject (i.e. demà venen a fer una xerrada), to get students' attention, to explain important aspects (i.e. exam deadlines), sometimes they translate some words.
		3 ESO	Observed	To explain something that is not related to the subject (i.e. demà venen a fer una xerrada), to get students' attention, to explain important aspects (i.e. exam deadlines).
		4 ESO	Observed	To explain something that is not related to the subject (i.e. demà venen a fer una xerrada), to get students' attention in some cases.
7	**Students whose English is their mother tongue**	1 ESO	Observed	1 student
		2 ESO	Observed	2 student
		3 ESO	Observed	2 students
		4 ESO	Observed	3 students
8	**Students' participation (in general)**	1 ESO	Observed	Fair participation in general activities. Sometimes they ask (can I

				say this in Catalan?)
		2 ESO	Observed	Fair participation in general activities. When the topic is engaging, they want to participate but sometimes they do not feel comfortable speaking English and they want to express their opinions in Catalan.
		3 ESO	Observed	When the topic is engaging, they want to participate but sometimes they do not feel comfortable speaking English and they want to express their opinions in Catalan.
		4 ESO	Observed	They participate a lot. Most of them try to speak English all the time and sometimes do code switching but without worrying about it.

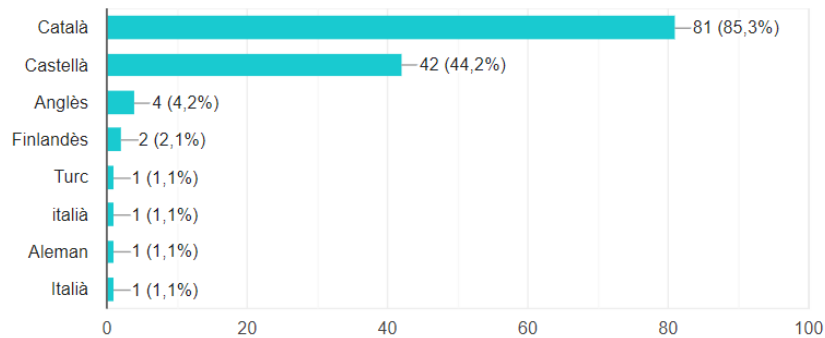8.2.   Students' Questionnaire Answers

1. **Quin curs estàs estudiant?**

1r ESO - 2n ESO - 3r ESO - 4t ESO

| Number of participants	95 students
1st of ESO	31 students
2nd of ESO	18 students
3rd of ESO	23 students
4th of ESO	23 students

2. **Quin idioma (o idiomes) parles a casa teva?**

   Català - Castellà - Anglès - Altres

95 respostes

Català	81 (85,3%)
Castellà	42 (44,2%)
Anglès	4 (4,2%)
Finlandès	2 (2,1%)
Turc	1 (1,1%)
italià	1 (1,1%)
Aleman	1 (1,1%)
Italià	1 (1,1%)

3. **Et sents còmode/a quan has de parlar anglès a la classe d'anglès?**

   Sempre - Sovint - Poques vegades - Mai

- Sempre 21,1%
- Sovint 34,7%
- Poques vegades 33,7%
- Mai 10,5%
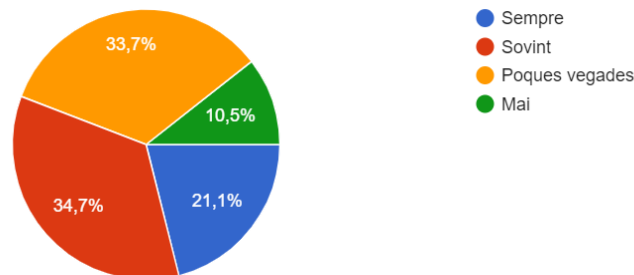
4. **Per què?**

01. perque com no el parlo sovint en costa

02. Sovint em sento còmoda parlant anglès ja que no es que el parli molt bé, però s'em fa fàcil parlar en anglès. Però sincerament mai m'esforco per parlar anglès.

03. Bàsicament perquè encara no tinc suficient nivell d'anglès per tenir una conversà

04. Perquè no sem dona bé i tampoc vull parlar en públic en angles.

05. Em fa molta vergonya i em poso molt nerviós.

06. Inseguridades

07. No se

08. Perquè crec que no tinc un nivel d'angles ni alt ni basic i no em fa vergonya.

09. Perque es un idioma que no dominó molt.

10. Per que no sempre es te tot el vocabolari

11. Perquè per mi, l'anglès no es un problema.

12. Normalment si he de parlar en angles amb el professor o amb companys no hi ha problema, pero quan he de parlar devant de tota la classe em costa més.

13. Perquè estic amb els meus companys.

14. Perquè no és el meu idioma habitual.

15. Porque no se parlar be.

16. Por que tengo familia inglesa

17. Perquè no sem dona bé .

18. Perque m'agrada.

19. Perquè no sem dona molt bé I me sentó incomode

20. Perque em fa vergonya i no magrada parlar davant de tota la classe

21. Perque no el parlo gaire bé

22. Perque no s'hem dona bé parlar angles

23. Perquè no tinc mala pronunciació i de vegades doncs no em sento molt bé.

24. Ja que vaig pasar prou temps a estats units

25. No m'hagrada, em fa vergonya

26. Així puc aprendre i acostumar-me

27. Perquè no tinc gaire difficultat per parlar anglès.

28. Per la bona relació amb els professors

29. Perquè no estic acostumada a parlar en angles en veu alta

30. Perque hi ha confiança amb els companys i no passa re si m'equivoco.

31. Al ser una llengua que no és la meva em sento una mica incòmode parlant-la amb els companys

32. Perquè no em molesta parlar en un altre idioma.

33. perquè considero de que tinc un nivel d'angles bastant alt i no tinc dificultats per expressar-me.

34. Es un idioma que hem estat aprenent desde petits

35. Perquè el puc dominar amb facilitat.

36. Em sento insegura si sé que hi ha alguna paraula que no sabré dir o si puc estar cometent algun error gramatical sense voler, tot i dominar bastant la llengua.

37. He parlat angles des de petit i tinc un bon nivell

38. Perquè m'ajudaran a millorar la meva pronuncia

39. Hem sentó insgur d'equivorcar-me en la frase

40. Encara que no domini l'idioma a la perfecció no es una tasca que hem suposi molta dificultat.

41. Em sento normalment incòmode perquè tinc por de fer algun error i quedar en ridícul.

42. Perquè tinc un bon nivell.

43. Perquè és una llengua que se'm dona bé entendre i parlar.

44. Perque ja es tic acostumat a parlar-lo

45. No entenc gairebé el Anglès

46. Perquè com que l'angles no es un idioma que utilitzi molt freqüentment (a part de a l'escola) no em sento molt segura parlant-lo ja que tinc la sensació que ho dic tot malament i com que a la classe hi ha companys que parlen molt be aquest idioma, em baixa una mica l'autoestima i per això, algunes vegades em sento incomode parlant aquest llenguatge.

47. Normalment em sento còmode, però a vegades, si no sé una paraula o em costa dir el que haig de dir ja em sento més incòmode.

48. Perquè tinc confiança amb els meus companys.

49. Perquè no es un idioma el qual em senti segura

50. L'entorn de la classe i les persones en general em fan sentir jutjat

51. Perquè es una manera diferent de relacionar-se amb els companys.

52. Perquè jo parlo molt bé l'anglès

53. Perquè crec que tinc un bon nivel d'angles

54. Normalmente si que me sento comode, però si he de parlar davant de tothom, ja no, perquè trono que no s'em dona gaire be

55. No m'agrada del tot parlar en públic en general

56. Em sento còmode, però el que passa es que no el parlo gaire bé i llavors em surt parlar en català.

57. Perquè no es el meu idioma i no vull fer-ho malament i em critiquin.

58. Em costa saber quines paraules utilitzar.

59. Perquè normalmente no hem surten les páranles i hem sentó incomode per no saberlo dir

60. Perquè encara no l'asosio com a idioma de vida, encara em costa.

61. De vegades fa vergonya parlar en anglès per la diferent pronunciació que tenim.

62. Ja que l'angles no s'em dona gaire be.

63. Perquè no es una llengua que me costi i crec que si s'està estudiant l'hem de parlar.

64. Perque en Costa molt l anglès

65. Perquè no tinc la llengua tan apresa.

66. Doncs perque es un idioma que vulguis o no el tens normalitzat

67. Perquè només parlo quan hi ha poca gent que m'estigui escoltant.

68. Perquè es un idioma que no el parlo molt sovint i em costa molt, doncs per això poques vegades em sento còmoda.

69. Perquè es un idioma que m'agrada però aveguades es costa una mica parlar-lo

70. Hem sento bastant còmode perque a mi no hem costa gaire entendre ni la pronunciació així que no tinc cap problema en parlar en angles

71. perque es un rollo

72. Per que estic acostumat a parlar i practicar-lo.

73. Perquè se bastant bé com es parla l'anglès però em costa bastant expressar-me i que em surtin les paraules.

74. Crec que tinc un domini prou bo de l'angles.

75. Personalment, m'agrada molt practicar la llengua anglesa, ja que trobo que és bonica i práctica a la vegada (per viatgar o contactar amb persones d'altres paisos). M'agradaria pronunciar i parlar-lo tant bé la meva llengua originaria, el català.

76. A veure a vegades m'haig de pensar algunes paraules però en general no em costa, si ho haig de fer prefereixo preparar-m'ho sobretot si es molt però no em costa massa.

77. Perquè es un idioma que a l'hora de parlar-ho em sento comode

78. Perque no es un idioma que el tingui massa dominat

79. Perquè s'ha que puc expressar-me correctament, però de vegades em fa vergonya…

80. Perquè l'anglès no és una llengua que domini molt, per tant no em sento còmode parlar-lo a la classe.

81. tinc una mica de vergonya de parlar angles

82. No tinc gaire pràctica a l'hora de parlar anglès.

83. Perquè se

84. Perquè no tinc ni el vocabulari ni la confiança per fer-ho

85. Crec que en sé suficient i com que tothom té un nivell semblant no tinc vergonya.

86. Donç perquè es un idioma que parlo desde Ben petita

87. perque em fa una mica de vergonya

88. Perquè el meu nivell d'anglès es bo, però a vegades no estic segur si hi estic dient bé.
89. perquè es una llengua extrangera, pero lo mes bàsic crec que ho domino.
90. Per por a equivocarme, de que es riguin, ja que considero que el Àngels no es un dels meus punts forts i no el domino.
91. Perquè em costa poc aprendre anglès i intento parlarlo bé. A més a més miro vídeos i llegeixo notícies en anglès perquè sovint són fonts més fiables.
92. Em serveix el 80% de les coses q aprenc
93. Perque crec que em se expressar prou be
94. Perquè en sé i així practico una mica més.
95. Perque has de parlar devane de rota la clase i avenadles fa vergonya

5. **Quan el professor/a parla anglès a classe, ho entens tot?***

Sempre - Sovint - Poques vegades - Mai
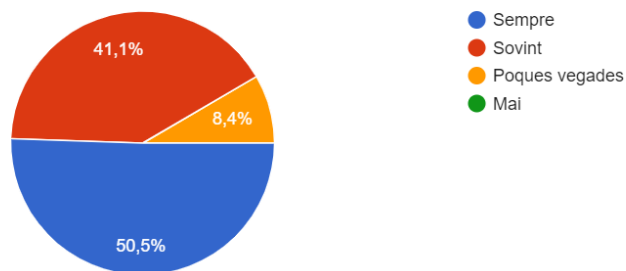
6. **Imagina que estàs fent un exercici de gramàtica complicat, tens un dubte i el professor/a te'l resol en anglès. Entendries la resposta?**

Sempre - Sovint - Poques vegades - Mai
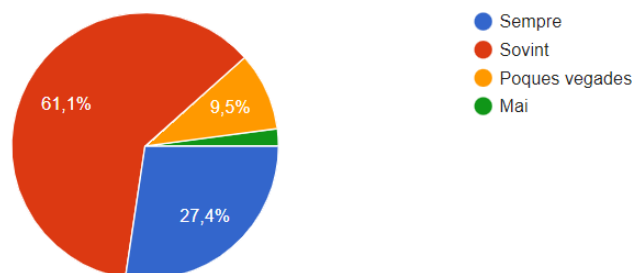
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7. **Imagina que tens un problema personal (exemple: et trobes malament o t'has barallat amb els teus amics/es) i necessites explicar-li al professor/a d'anglès. Li explicaries la situació en anglès?**

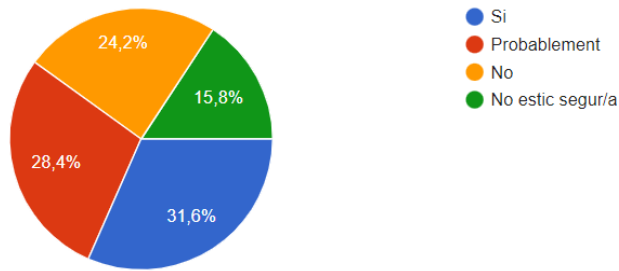Sempre - Sovint - Poques vegades - Mai
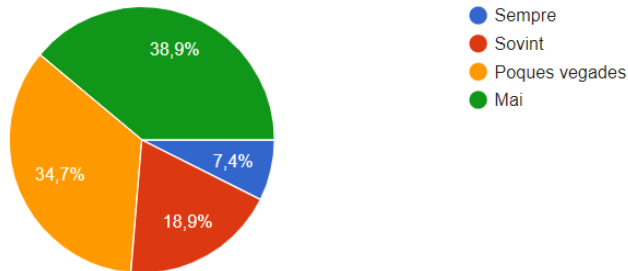
8. **Si poguessis utilitzar el català o castellà a la classe d'anglès, creus que participaries més?**

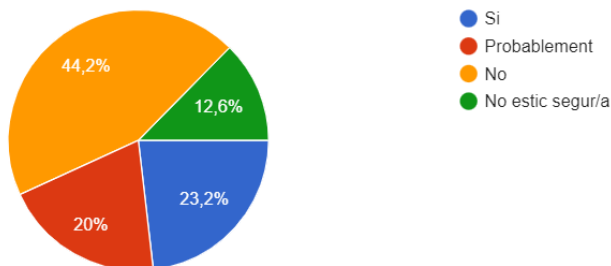Si - Probablement - No - No estic segur/a
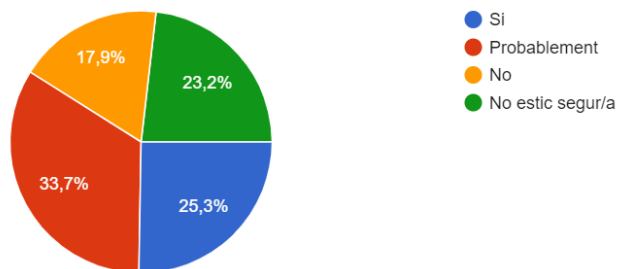
9. **Si el professor/a d'anglès utilitzés de vegades el català o castellà a l'aula (exemple: per explicar un concepte de gramàtica), creus que estaries més atent/a?**

Si - Probablement - No - No estic segur/a

10. **Creus que seria positiu per tu que el català o castellà també s'utilitzessin a la classe d'anglès?**

Si - Probablement - No - No estic segur/a

11. **Per què?**

01. perquè em sentiria més i ho entendria millor
02. Perquè ja entenc quan els professor ho explican en anglès i no nessecito que parlin català/castellà
03. Personalment crec que apendria més anglès, ja que els reptes que tindríem serien echplicats en angles i ho entre dirà millor!
04. A moltes persones els hi aniria bé però no tots aprendrien el màxim. Neusss et trobem a faltaar guapaaa 💕
05. Perquè crec que fer l'esforç d'entendre i escolta l'anglès és un gran aprenentatge.
06. Si
07. No se
08. Perquè podrían interactuar més amb els professors.
09. Perque el fet de parlar i que hem parlin en angles m'obliga a sortir de la meva zona de confort i M'ajuda a millorar.

10. Mes varietat lingüística

11. Perquè l'utilització única d'anglès fomenta l'aprenentage del mateix.

12. No estic segur ja que llavors perdria la concentració que estic posant i crec que fer un esforç per entendre les coses en angles és important.

13. Perquè venim a aprendre anglès.

14. Perquè si em parlen en anglès aprenc més i m'acostumo a escoltar-lo i entendre'l.

15. Crec que si perque les coses quedarien mes clares per la meva situacio, potser dir-ho en angles i despres explicar-ho en catala/castella. Seria una manera de verificar si he entes el que han dit o no.

16. Por que me es mas comodo

17. Perquè hi ha coses que a lo millor en angles em costa mes de entendre.

18. O entendria encara millo

19. Perquè aixì les coses que no entenc me les pot explicar amb millor claritat

20. Perque hi ha coses que explicades en catala et queden mes clares

21. Perquè si es parla en catala no practiquem angles

22. Perque per mes que sigui classe d'angles es pot explicar lo mateix pero en la llengua castellana o catalana

23. Doncs perquè si que es veritat que no entenc molt l'anglès però si utilitzessin el català tampoc m'ajudaria molt.

24. Ja que si a classe d'anglès es parla en català no pots aprendre mai

25. Perquè aixì tothom ho entén tot

26. Puc entendre i aprendre més ràpid i més bé!

27. Perquè potser ho entendria més i tindria més clar que fer.

28. Doncs perque es una classe de anglès i serveix per practicar.

29. Perquè aixi la gent entendria mes les coses que expliquen i participarien mes

30. Si perque per entendre la gramatica estaria be que apart de fer-ho amb angles explicar-ho en catala per si alguna cosa no ha quedat clara.

31. Crec que la forma millor forma d'aprendre anglès és practicant-lo.

32. Perquè entendria la majoria de paraules

33. perquè una de les maneres d'aprendre anglès es sentir-lo al teu dia a dia, perquè agafes accent i aprens noves paraules.

34. Perque es un idioma que utilizo mes

35. No es la classe adecuada

36. No crec que fos més útil perquè per guanyar seguretat parlant o escrivint en anglès és millor escoltar-lo i incloure'l a la teva vida encara que això dificulti algunes situacions.

37. Ens hem d'acostumar a sentir l'anglès 8 a parlar-lo

38. Perquè d'aquesta manera milloràs la comprensió de l'anglès

39. Jo crec que pels profes si no entenem alguna cosa crec que ens tindrien que parlar en català o castellà i si entendrem l'ejercisi en tindrien que parlar en anglès.

40. Crec que ajudaria a l'hora d'entendre alguns conceptes sobre gramatica.

41. Perquè ho entendria millor i sobretot perquè esborraria completament els meus dubtes.

42. És la classe d'Anglès i s'ha de parlar en Anglès.

43. Perquè penso que si s'està fent treball de l'assignatura d'anglès, no cal parlar amb altres llengües perquè sino el teu nivell d'anglès no milloraria.

44. Perque ja es tic acostumat a l'angles

45. A vegades perquè tinc dislèxia

46. Doncs perquè quan no entenc algunes paraules en angles, podria estar be que ens expliquesin el seu significat per així apendre millor aquest idioma.

47. No estic del tot segura, perque al final, és classe d'àngles, i si no parlo i parlen àngles segurament no aprenc tant, però alhora, potser seria més facil entendre coses de la gramàtica amb català.

48. Perquè és classe d'anglès i és convenient aprendre a entendre la llengua de manera oral.

49. Perquè si es una classe d'anglès em va be que parlin tot l'estona amb el mateix idioma

50. Jo crec que domino la llengua anglesa prou fins al punt de no tenir problemes a l'hora d'entendre-la

51. Perquè ajudaria a entendre explicacions mes raonades.

52. Perquè no a mi no hem fa falta perquè ja ho entenc tot

53. No hem suposaria cap problema el fet de parlar en cátala o en castella a la clase d'angles pero fem clase d'angles per aprender angles I no cátala o castella.

54. Perque a l'hora d'explicar, tothom entendría millor

55. Avegades si que estaria bé parlar en català, pero no sempre.

56. Jo crec que no, perquè es classe d'anglès i hem de parlar-lo i aprendre'l. Potser si que em sentiria mes còmoda, ja que es la meva llengua, però trobo que està bé parlar només anglès.

57. Perquè així les coses que no entens en anglès t'ho explicaran en català o castellà i entendrien el que no podies entendre.

58. M'ajudaria a entendre més cada concepte i explicació.

59. Perquè entrenaría tot millón i sabría responder tot millón

60. Perquè si explican alguna cosa de gramàtica en català, potser l'entendria millor i la podria dur a terme mes fàcilment.

61. Perquè sinó no aprenem a parlar i entendre

62. Ja que sino no aprendriam tant angles.

63. Perquè si es tracta d'estudiar el concepte, la parla i la gramàtica en anglès no crec que s'hagi de parlar en català. Crec que hi pot haver-hi exempcions si la persona té alguna discapacitat.

64. Perque en Costa molt l angles

65. Perquè estic aprenent i, sincerament, em beneficio més que em parlin en anglès que en castellà.

66. Perque es una clase on es treballa un altre idioma perque el desmvolupis mes i no tindria sentit parla amb catala o castella

67. Perquè penso que va bé haver de fer un esforç i escoltar i parlar en anglès per així entendre'l i parlar-lo millor.

68. Jo penso que no, perquè doncs em costaria molt més aprendre l'anglès. Ja que no s'utilitzaria gaire.

69. Perquè es seria mes fàcil entendre les sessions

70. Perque el angles es un idioma mundial i per exemple si volem anar a viure algun lloc angles es important saber l'idioma. A part a qualsevol lloc parlen l'anglès i es molt útil per poder-te comunicar.

71. no se

72. Perquè crec que l'anglès es practica escoltan i parlant-lo.

73. Perquè el que necessito es practicar l'anglès i parlar-lo, i crec que si utilitzessim més altres idiomes que no siguin l'anglès a classe, no porgressaria tant en la meva soltura i expresió en anglès.

74. No, ja que sempre entenc tot el que es diu a classe.

75. No n'estic segura perquè per mi és important aprendre també la llengua anglesa, així com d'altres. Si parlessim la llengua que millor parlo no cumpliria el meu objectiu de les classes, aprendre anglès.

76. Perquè probablement entendria millor tot el que expliques.

77. Perquè no ho se al 100%

78. Perque seria més fàcil

79. Perquè no podria aprendre tant

80. Perquè llavors no t'acostumes a escoltar l'anglès amb les seves pròpies pronunciacions i després és més difícil entendre la llengua o simplement saber com es diuen les paraules.

81. si el profesor sempre parla en catala no aprendriem angles pero si ajuda a contestar algunes coses en catala potser entendriem mes

82. Crec que està molt bé utilitzar l'anglès a les classes d'anglès, però si s'explica alguna cosa més complicada també estaria bé poder explicar-la en català o castellà.

83. Es mes fàcil

84. Perquè si el que necessito aprendre es en concret un idioma, que m'expliquin tot (sobretot gramàtica) em confon i em costa entendre.

85. Trobo que si realment hem d'aprendre un idioma s'ha de practicar, no només fent exercicis, sinó parlant a classe. D'aquesta manera et vas acostumant a la parla i se't fa més fàcil parlar en l'idioma.

86. Perquè es una clase d'angles I es una lengua que a tots en an iría molt be dominarla a llarc termini.

87. perque aixi m'ajudaria a entendre coses

88. Per saber la resposta a aquestes preguntes crec que ho hauria de comprovar

89. Perque tot hi que l'anglès costi si poses una llengua que entenem millor ningu apendria anglès perque no ens molestariam en fer-ho sabent que podem parlar en català.

90. Sem faria molt mes fàcil entendre les coses i em sentiria millor ja que es el idioma que domino

91. Perquè crec que l'anglès és un idioma que com més l'escoltes millor l'entens, té arrel llatina i és un idioma amb poques paraules irregulars de manera que crec que es pot entendre o intuir el significat d'algunes coses.

92. Podria fer que entenguesim mes conceptes i millor

93. Perque no m'obligaria a estar atenta i a enendre el que diu

94. Perquè així practiquem 3 idiomes enlloc d'un.

95. Perquè ajudaria a moltes persones que els hi costa parlar anglès i també per facilitar algunes coses.

8.3. Teachers' Questionnaire Answers
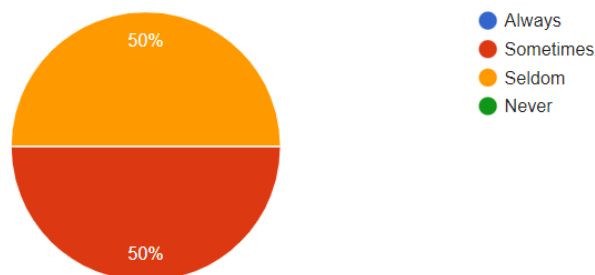
1. **Which of the following class grades do you teach?**
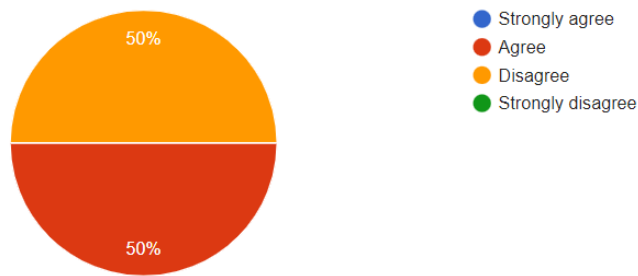
1st of ESO - 2nd of ESO - 3rd of ESO - 4th of ESO

2. **Do you alternate languages (Catalan/Spanish and English) when you teach English?**

Always - Sometimes - Seldom - Never

3. **Do you think linguistic immersion (the exclusive use of a language, in this case, English) in English class is the best language learning method?**

Strongly agree - Agree - Disagree - Strongly disagree

4. Why?

2 respostes

> They get used to the language, its phonetics and its structures. When using the language in a real context, they can understand it, first, and repeat it, later, as they usually do with their mother languages.

> The school encompasses a huge diversity (different skills, abilities, intelligences). In my opinion, linguistic immersion do not embrace all this diversity. We have to find a balance, perhaps, between linguistic immersion and other kind of methodologies. Linguistic immersion could be positive for a specific learner profile.

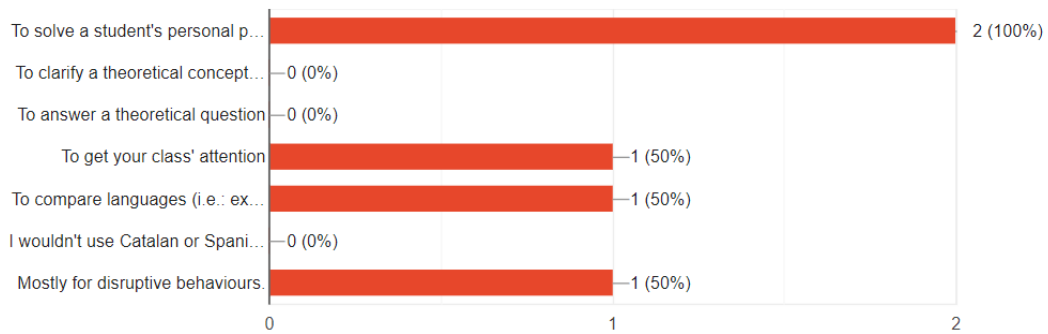**5. Do you think using Catalan/Spanish in the English class could be beneficial for the students?**

Strongly agree - Agree - Disagree - Strongly Disagree
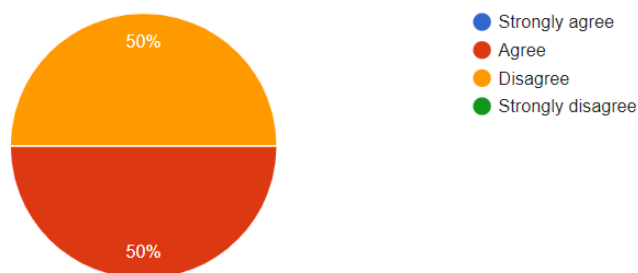
**6. Would you use students' first language (Catalan/Spanish) in any of these situations? Mark them.**

- To solve a student's personal problem
- To clarify a theoretical concept (i.e.: grammar exercise)
- To answer a theoretical question
- To get your class' attention
- To compare languages (i.e.: explain 'false friends')

- I wouldn't use Catalan or Spanish in any of these situations
- Other

|	
To solve a student's personal p...	2 (100%)
To clarify a theoretical concept...	0 (0%)
To answer a theoretical question	0 (0%)
To get your class' attention	1 (50%)
To compare languages (i.e.: ex...	1 (50%)
I wouldn't use Catalan or Spani...	0 (0%)
Mostly for disruptive behaviours.	1 (50%)

7. Do you think students would be more engaged if the teacher alternated languages in the English class?

Strongly agree - Agree - Disagree - Strongly disagree
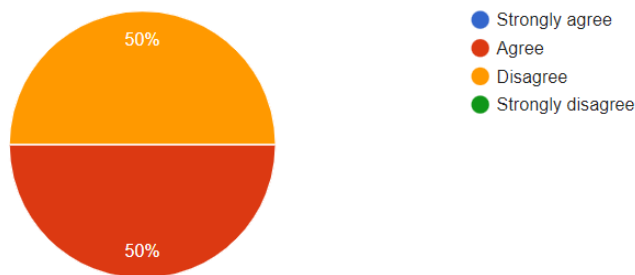
Strongly agree
Agree
Disagree
Strongly disagree

8. Do you think using Catalan/Spanish in the English class could be also negative for the students?

Strongly agree - Agree - Disagree - Strongly disagree
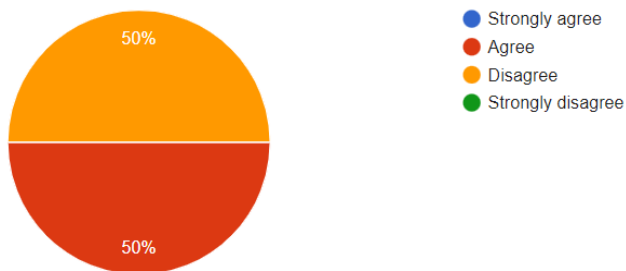
Strongly agree
Agree
Disagree
Strongly disagree

60

9. If you want to add more comments about the questions or the questionnaire overall, feel free to add them here:

2 respostes

I think that at some point it can be useful the translation, but I prefer to use more the context or other resources instead of translation.

In class, when I want to get students' attention, I always perceive that they answer faster and more efficiently to their L1s.
- Instead of focusing on translation, perhaps we should start creating activities in which Catalan and English can be mixed (ex: CLIL tasks)
- We should focus on teaching students how to communicate and have basic notions of English (acquire them thoroughly) instead of wanting them to have a specific level (B2, C1...). Those who like English and want to study it after school will achieve these levels in the future.