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Teachers' and students' beliefs on grammar instruction and error correction in English as an Additional Language (EAL)

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Abstract and keywords

Grammar instruction and error correction have played for many years a major role in most English as an Additional Language (EAL) lessons. Nevertheless, there are sometimes tensions between how it is thought that they should be dealt with and how they actually are in real practice. Thus, this research aims at identifying the connection between teachers' beliefs on grammar instruction and error correction in this additional language and their in-class practices. It also intends to contrast the teachers' beliefs with their students' own opinions. The participants were four practising EAL teachers from two different schools in Catalonia, as well as 210 students of those schools. The teachers were interviewed on their beliefs and they were later observed while they were in class. The interviews tried to investigate the rationale behind the decisions on how to introduce and practise the new concepts. The observations provided insights on how they taught grammar and corrected errors made by students, as well as possible tensions between their stated beliefs and their practices. The students participated in a survey in which they could share their views on grammar instruction and error correction.

Keywords: teachers' beliefs, students' beliefs, additional language teaching

L'ensenyament de la gramàtica i la correcció d'errors han desenvolupat durant molts anys un paper important en la majoria de lliçons d'anglès com a llengua addicional. No obstant això, de vegades sorgeixen certes tensions entre com es creu que s'haurien d'introduir i com s'introdueixen realment en la pràctica real. Per tant, aquest estudi té com a objectiu identificar la relació entre les creences dels professors vers l'ensenyament de la gramàtica i la correcció d'errors en aquesta llengua addicional i la seva pràctica real a classe. Addicionalment, prova de contrastar les creences dels professors amb les opinions dels seus alumnes. Els participants van ser quatre professores d'anglès com a llengua addicional en actiu de dues escoles de Catalunya, així com 210 alumnes d'aquests centres. Els professors van ser entrevistats sobre les seves creences i posteriorment observats mentre eren a classe. Les entrevistes tenien com a objectiu investigar els motius pels quals es decidia com introduir i posar en pràctica els nous conceptes. Les observacions van fer

possible veure com ensenyaven la gramàtica i corregien els errors dels seus alumnes, així com les possibles tensions entre les creences que esmenten i les seves pràctiques. Els alumnes van participar en una enquesta en la qual van poder compartir el seu punt de vista en relació amb l'ensenyament de la gramàtica i la correcció d'errors.

Paraules clau: creences dels professors, creences dels estudiants, llengua addicional, tensions.

La enseñanza de la gramática y la corrección de errores han desempeñado durante muchos años un papel importante en la mayoría de lecciones de inglés como lengua adicional. Sin embargo, en ocasiones surgen ciertas tensiones entre cómo se cree que se deberían introducir y cómo se introducen en la práctica real. Por lo tanto, este estudio tiene como objetivo identificar la relación entre las creencias de los profesores respecto a la enseñanza de la gramática y la corrección de errores en esta lengua adicional y su práctica real en clase. Adicionalmente, prueba de contrastar las creencias de los profesores con las opiniones de sus alumnos. Los participantes fueron cuatro profesoras de inglés como lengua adicional en activo de dos escuelas de Cataluña, así como 210 alumnos de esos centros. Los profesores fueron entrevistados sobre sus creencias y posteriormente observados mientras estaban en clase. Las entrevistas tenían como objetivo investigar los motivos por los que se decidía cómo introducir y poner en práctica los nuevos conceptos. Las observaciones hicieron posible ver cómo enseñaban la gramática y corregían los errores de sus alumnos, así como las posibles tensiones entre las creencias mencionadas y sus prácticas. Los alumnos participaron en una encuesta en la cual pudieron compartir su punto de vista relación con la enseñanza de la gramática y la corrección de errores.

Palabras clave: creencias de los profesores, creencias de los estudiantes, lengua adicional, tensiones.

Table of contents

1. Introduction

Understanding how an additional language is acquired has been for a long time the subject of much research. Despite all the new methodologies and approaches that have appeared throughout the years, traditional methods are still commonly used in a significant number of schools. Moreover, it cannot be denied that the study of the grammar rules of an additional language is still a key aspect to consider, as grammar is considered by many as a major part in the acquisition of an additional language. However, there is no consensus on the best way to teach it. To this day, research has shown that teachers have different ways of presenting and practising new grammar concepts in class.

This research parts from the idea that teachers' and students' beliefs have considerable effects on the way grammar is taught and learnt. Some research on beliefs has been conducted in recent years. There is literature on teachers' beliefs (see Borg, 2001; Eisenstein Ebsworth and Schweers, 1997; Ellis, Basturkmen and Loewen, 2004) or the tensions between these beliefs and the practices in class (see Phipps and Borg, 2009; Alghanmi and Shukri, 2016); There is also some literature on students' beliefs on grammar instruction and error correction (see Loewen et al., 2009). Nevertheless, there has not been much research on the relation between teachers and students' beliefs on grammar instruction. One example of this latter case is Deng and Lin (2016), which showed, among other things, that despite teachers and students sharing similar beliefs in relation to grammar instruction, students held slightly more traditional beliefs. According to their results, students were more likely to accept a deductive approach in their lessons, and this could be caused by the fact that this approach requires less effort from them.

This research intends to focus on the connection and differences between teachers and students' beliefs, as well as the links and contradictions between teachers' beliefs and teachers' behaviours.

In this research, error correction is treated as an inseparable part of grammar instruction, as it can be considered that learning from one's own mistakes is a great way to develop most skills, additional languages not being an exception.

2. Theoretical Framework

This section is going to present the literature that is going to be used as a reference throughout the study. Two main aspects are going to be the central focus: beliefs and English as an Additional Language.

2.1. Beliefs

Let us focus first on beliefs. This section is going to revise in the first place the evolution of the concept of belief and the different names that it has been given. Then, new systems of classification are going to be presented. Finally, what literature reveals on teachers' and students' is going to be revised, as well as the relationship between teachers' beliefs and teachers' behaviours.

2.1.1. Early perspectives on beliefs

Beliefs have been the focus of much research throughout the years in different areas. Even though it is clearly a very difficult idea to explain satisfactorily, many authors have tried to produce a valid definition. In his seminal paper, 'Teachers' beliefs and educational research: Cleaning up a messy construct', Pajares (1992) claimed that one of the reasons why it is so complicated to define the concept of belief is the confusion caused by the multiple names which they are given in these different areas, such as "attitudes, values, judgments, axioms opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal principles, perspectives, repertoires of understanding, and social strategy" (Pajares, 1992, p.309).

Rokeach (1968), cited in Pajares (1992), defined beliefs as "any simple proposition conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase, 'I believe that . . . '" (Pajares, 1992, p.314). He also added that beliefs count on cognitive, affective and behavioural components. Therefore, this author implied that, when considering a person's beliefs, we need to take into account not only their knowledge, but also the emotions that may arise from them and the actions that they lead to. Abelson (1979) stated that beliefs consist of manipulating knowledge for a particular purpose or under a necessary circumstance. This author also defines seven

characteristics of belief systems, from which two will be highlighted (two more will appear later on):

- "The elements of belief systems are not consensual" (Abelson, 1979, p.356), which means that one person's belief system has different elements from other people's systems. It is also stated by the author that different belief systems may also have a varied complexity.
- "Belief systems rely heavily on evaluative and affective components" (Abelson, 1979, p.358). A clear example of this is the fact of defining some ideas as 'good' or 'bad', which are totally subjective notions.

Furthermore, Harvey (1986), cited in Pajares (op.cit.), defined belief as an "individual's representation of reality that has enough validity, truth, or credibility to guide thought and behaviour" (Pajares, op.cit., p.313). Similarly, Ortega y Gasset (1977), cited in Garcia Vidal (2018), stated that our behaviour completely depends on our core beliefs, which are unconscious, giving an idea of the major impact of beliefs on our actions. All these authors, then, agree that beliefs drive people's actions.

2.1.2   Present-day research on beliefs

More recent researchers have tried develop a more complex notion of beliefs, parting from the previous studies. Borg (2001, p.186), cited in Stergiopoulou (2012), points out that "a belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behaviour" (Stergiopoulou, 2012, p.104). This goes to show that beliefs can be seen as the compasses for our behaviour, although people may sometimes not realise about it.

Garcia Vidal (2018) synthesises some of the characteristics of beliefs proposed by Williams and Burden (1997). She states that beliefs are determined by our surrounding culture and are resistant to change, which was also affirmed by Pajares (op. cit.); they act as filters upon thought and information processing; they are interrelated with each other and with personal attitudes and values of each person; and they are difficult to measure and can be analysed form what individuals say and do.

As we can see, most of these authors agree that beliefs guide our actions, or act as filters for human behaviour (Barcelos, 2015). Other common points are that they are personally held and evaluative (Stergiopoulou, op.cit.).

According to Linde (1980), cited by Stergiopoulou (op.cit.), most scholars also agree that when we talk about beliefs, we actually talk about a system, a set of beliefs or a network "which is coherent … focused around some central issue, and … is not held by everyone in a given culture" (Stergiopoulou, op.cit., p.104). Therefore, we can understand that beliefs are never isolated, but depend on each other.

One of the biggest challenges when trying to define the notion of belief has been establishing a clear distinction between beliefs and knowledge. When defining the characteristics that distinguish belief systems from knowledge systems, Abelson (op.cit.) suggested that, apart from having "stronger evaluative and affective components than knowledge", "beliefs are held with varying degrees of certitude" (Abelson, op.cit., p. 360), which is not shared with knowledge, as people just know or ignore something. These two points are joined by the non-consensuality that was commented before. Pajares (op.cit.) admits that "it was difficult to pinpoint where knowledge ended and belief began" (Pajares, op. cit, p.309).

Nevertheless, some authors have stated that beliefs and knowledge are the same, such as Lewis (1990), cited in Pajares (op. cit.), who proposed that even the simplest knowledge, when reflecting upon it, can be seen as a belief.

Some authors have gone beyond this dichotomy between beliefs and knowledge, and have proposed more complex classification systems. This is the case of Woods (1996), cited in Pérez Peitx (2016), who proposed the BAK network (beliefs, assumptions and knowledge), since he considered that this terms are closely interrelated and it is difficult to establish the limits between each other. In this model, beliefs refer to "the things we know, the facts about which there is a conventional knowledge" (Pérez Peitx, 2016, p.20). Assumptions are considered "the temporary acceptation of a fact, which we cannot say that we know, which has not been demonstrated, but we accept as true for the time being" (Pérez Peitx, 2016, p.20). Finally, beliefs are "the acceptance of propositions for which

there is not a conventional knowledge, but an unproven one, and for which it could be said that there is an accepted disagreement" (Pérez Peitz, 2016, p.20).

Cambra et al. (2000), cited in Requena, Liruso and Villanueva de Debat (2009), propose an adaptation to the BAK model, which is based on beliefs, representations and knowledge (CRS in Catalan and Spanish). They define beliefs as personal propositions that cannot be demonstrated; representations are portrayed as shared propositions that are not necessarily structured and which refer to a social dimension; finally, knowledge is defined as propositions which are conventionally elaborated, accepted and which can be demonstrated.

From the field of AL, Barcelos (2015) proposes to focus on beliefs, emotions and identities instead, as she considers that emotion and cognition are inseparable. She states that "understanding the relationship between beliefs and emotions can help us understand how together these influence teachers' and learner's actions" (Barcelos, 2015, p.302).

In this research, both beliefs and emotional aspects are going to be considered when analysing the results, as proposed by Barcelos (2015).

2.1.3   Teachers' and students' beliefs

Barcelos (2015), who claims that both teachers and students' beliefs have been studied since the 1970s, highlights the importance of such studies to improve the teaching practice. As for the research on teachers' beliefs, it is suggested that this author that it might motivate teachers to reflect upon their own beliefs to understand the way they teach. Therefore, it is seen as a motivator of change, or rather improvement, of the teaching practice. On the other hand, research on students' beliefs may help identify reasons for possible learning difficulties, their motivation, their learning strategies and the reasons for possible resistance to certain methodologies.

It is for all this that I consider important to focus on both teachers and students' beliefs, as well as the relationship between them. Due to the nature of this research, knowing the main beliefs that teachers may have in relation to grammar instruction and error correction is a key aspect.

The first aspect to take into account is whether it is necessary to continue teaching grammar formally. Deng and Lin (2016) concluded that EAL high school teachers in China are gradually using a more communicative approach in their lessons, although all the teachers that they interviewed acknowledged the importance of continuing teaching grammar in a formal manner. In the case of Borg (2001), all the participants, who were EAL teachers in Malta, also conducted formal grammar instruction, even though they did not see it as an exclusive tool and used different strategies.

Another item to consider is the need to use metalanguage to introduce and discuss grammar. Deng and Lin (2016) found that the use of metalanguage when discussing grammar was highly regarded by teachers, which incidentally matched their students' perception.

With regard to error correction, which needs to be considered part of the teaching and learning process, Borg (op. cit.) found in his study that teachers preferred students to correct their own errors, rather than the teacher having to correct them. However, students tend to expect teachers to conduct this task.

It is also interesting to consider where teachers' beliefs come from. Peacock (1999), cited in Garcia Vidal (2018), states that teachers' beliefs are mostly established when they study Secondary Education. Therefore, it could be said core beliefs are rooted deeply into the teachers' minds, as they have been there for many years.

But, can these solid beliefs change through time? Abelson (1979) affirmed that belief systems may contain a considerable amount of what he calls *episodic material,* which is caused by either personal experience, folklore or propaganda. Thus, it can be inferred that teaching practice might alter one person's beliefs. Additionally, Borg (2011) concludes, as a result of a study that he conducted on the impact of an education programme for in-service teachers, that the course (DELTA) had had a major impact on the teachers' beliefs, even though the teachers who participated did not always acknowledge such influence. Therefore, it could be said that despite having prior beliefs, teachers can strengthen and extend them through training (Cabaroglu and Roberts, 2000). Other studies, like the one conducted by Pennington and Urmston (1998) with pre-service teachers in Hong Kong,

show no evident changes in the teachers' beliefs during this training. This shows that there are mixed results on this aspect, and more research is needed in order to reach clear conclusions.

2.1.4   Relationship between teachers' beliefs and behaviours

There is extended literature on the relationship between teachers' beliefs and teachers' behaviour. As it was commented before, one of the main differences between belief systems and knowledge systems was the fact that beliefs systems rely on emotions.

Bandura (1986) stated that the combination of affect and evaluation can determine the energy that teachers will dedicate to an activity and how they will do it. Nespor (1987) established that knowledge of a domain differs from feelings about a domain and teachers often teach the contents of a course according to the values held of the content itself. In a similar line, Ernest (1989) used as an example two teachers who, despite having similar knowledge, choose different approaches to teach mathematics, probably based on their beliefs on how it should be taught. Consequently, it could be said that beliefs and emotions, which are intimately related, have an evident effect on teachers' behaviour.

In this research, the term tension is going to be used to refer to what Borg (2011) defined as two perceptions that are not completely aligned (Pérez Peitx, op. cit.), especially when talking about the differences between the stated beliefs of a teacher and the behaviour that they have in class.

Other names for this phenomenon are *incongruence* (Graden, 1996, cited in Pérez Peitx, op. cit.), *mismatch* (Lee, 2008) or *hotspot* (Woods, 1996). We decided to use the term *tension* because it does not have such a negative connotation.

There are different explanations for the existence of these tensions. For instance, Woods (1996), cited in Pérez Peitx (op. cit.), suggests that in some cases teachers prefer to follow the dominant educational paradigm instead of their own beliefs.

2.2   English as an Additional Language (EAL)

English has been and is currently the most spoken and studied language in the world, and it seems that this condition is going to persist in the foreseeable future. Therefore, it is interesting to study how this language is taught and learnt in schools as an Additional Language (henceforth AL).

This research is going to focus on grammar instruction and error correction in order to make it more plausible. It can be considered that grammar "enables learners to become competent users of the language with correct usage of structures, forms and within contexts" (Abdul Rahman and Ab Rashid, 2017, p.92). Therefore, it could be said that grammar provides a solid basis for students to build upon.

2.2.1   Grammar instruction and error correction

This subsection is going to be focused on what is meant when grammar instruction is mentioned.

In the first place, it is considered that the grammar knowledge of an AL can be both implicit or explicit.

Bialystok (1978), cited in Jiang (2007) defined implicit knowledge as information that is "automatic and is used spontaneously in language tasks" (Jiang, 2007, p.3). Explicit knowledge consists of, according to the same author, conscious facts. However, it is considered that having this knowledge does not always mean that the person is able to use it effectively. Later on, Bialystok (1994), also cited in Jiang (2007), does not mention the idea of automaticity, but bases the difference between these two types of knowledge on the level of awareness individuals have on them.

We consider then that grammar instruction is mostly dedicated to explicit knowledge, as teachers try to make their students aware of what they know. Macaro and Masterman (2006) define the idea of teaching grammar explicitly as "establishing as the prime objective of a lesson (or part of a lesson) the explanation of how a morphosyntactic rule or pattern works, with some reference to metalinguistic terminology, and providing

examples of this rule in a linguistic, though not necessarily a functional, context" (Macaro and Masterman, 2006, p.298).

Spada (2015), cited in Sun (2015), talks about Instructed SLA (ISLA) and mentions that it "occurs in formal settings where language is intentionally taught and intentionally learned--within a limited amount of time" (Sun, 2015, p.57).

2.2.2   Approaches

As commented in the previous subsection, this research is going to be focused on explicit grammar teaching. Some of the most common approaches on AL instruction are going to be seen now. In the first place, the main three types of approaches according to the focus are going to be defined: Focus on Form (FoF), Focus on Forms (FoFs) and Focus on Meaning (FoM). Afterwards, the difference between deductive and inductive approaches is going to be reflected upon.

2.2.2.1 Focus on Form (FoF), Focus on Forms (FoFs) and Focus on Meaning (FoM)

The three main approaches towards grammar instruction are Focus on Form (FoF), Focus on Forms (FoFs) and Focus on Meaning (FoM). Sheen (2002), claims that, even though some researchers use FoF to refer to "any approach which includes grammar instruction" (Sheen, 2002, p.304), the difference between FoF and FoFs should be taken into account. Long (1991), cited in Sheen (2002), defines FoF as an approach that draws "students' attention to linguistic elements as they arise incidentally in lessons when overriding focus is on meaning or communication" (Sheen, 2002, p.303). On the other hand, FoFs is defined as an approach that consists of "teaching of discrete points of grammar in separate lessons" (Sheen, 2002, p.303). From these definitions, we infer that the main difference between these two approaches is that, while in FoFs the attention to grammar is the objective of a lesson, in FoF this focus is used as an extra tool in the repertoire of the teacher when it is considered necessary.

Ellis, Basturkmen and Loewen (2001) distinguish between reactive and preemptive FoF. According to these authors, reactive FoF occurs when learners commit an error, which is

corrected by the teacher or by another learner. On the other hand, preemptive FoF involves directing attention to form, either by the teacher or a learner, without the production of an error, but because a gap in knowledge is perceived. Nourdad and Aghayi (2014) distinguish instead between planned and incidental FoF instead.

Long and Robinson (1998), cited in Saeidi, Zaferanieh and Shatery (2012), state that in FoM "it is believed that people of all ages learn languages best, not by treating languages as an object of study, but by experiencing them as a medium of communication" (Saedi, Zaferanieh and Shatery, 2012, p.73). Ellis, Basturkmen and Loewen (2001), citing a speech made by Ellis (2000a), highlight two essential elements in FoM. The first is that learners are required to "treat language as a tool for achieving some nonlingusitic goal rather than as an object to be studied for the purposes of learning the language" (Ellis, Basturkmen and Loewen, 2001, p. 413). The second element is that participants should not be treated as learners, but as users of the language. Immersion models would then be included in this type of approach.

2.2.2.2 Deductive vs inductive approaches

As it has been mentioned before, grammar instruction can also be divided into another two categories, based on the way in which the information is presented in class: deductive or inductive teaching.

Benitez-Correa, Gonzalez-Torres, Ochoa-Cueva, and Vargas-Saritama (2019) define deductive teaching as a method consisting of giving the information about the target language at the beginning of the lesson and then complementing it with examples. In an inductive method, on the other hand, learners are given contextualised examples to analyse and they are then required to discover the grammar rules on their own.

Camps (2010) claims that the predominant way of teaching grammar, especially in secondary education, consists of studying the elements of the language system independently from the functions that they have in the text. According to this author, this is normally conducted using an inductive approach, starting with an example of the structure which is being worked, which is analysed. From this analysis, a definition is

formulated. This process is usually followed by a series of exercises to practise such structure.

However, Önalan (2018) contradicts this idea, as his study shows that the participants, who were 75 non-native English teachers, generally prefer a deductive method. He also added that most of them believe that, in order to acquire a fluent use of the structures, it is necessary to practise them repeatedly.

2.3. CLIL and Plurilingualism

In recent years, some other approaches have appeared. It is the example of CLIL (Content and Language Integrated Learning) and the Plurilingual Approach.
The idea of CLIL, however, is not new, as it was first proposed in 1994. According to Maljers, Marsh, Wolff, Genesee, Frígols-Martín and Mehisto (2010), cited in Marsh, Mehisto, Wolff and Frígols-Martín (2012), CLIL is a "dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels" (Marsh, Mehisto, Wolff and Frígols Martín, 2012, p. 11). This approach has become more popular in recent years, as it is thought by many that more time of exposure to the target language is needed.

The Plurilingual Approach, on the other hand, proposes the integration of all the languages spoken by the students in the class. This approach takes into account the process of globalisation to which the world is subject, and takes as a reference the Common European Framework of Reference (CEFR) (2001), which considers that plurilingualism and intercultural learning is essential in schools in order to adapt to these changes. Corcoll and Gonzàlez-Davies (2016) propose two strategies to integrate the languages in the students' repertoires in the English class: code-switching and translation. The first one, code-switching "involves a change of language within the same text" (Corcoll and Davies, 2016, p.68). The second one, translation, is defined as "an informed change of linguistic or cultural code applied consciously to an explicit primary source text" (Corcoll and Davies, 2016, p.69). It is necessary to study whether these approaches and strategies are being applied in class nowadays, and the effects that they might entail.

3. Objectives and hypotheses

In this section, I am going to revise the main points that I am going to enquire about during the project. I am also going to see the hypotheses from which this project parts.

Taking into account what we have seen in the theoretical framework, the main objectives of this research are the following:

1- Enquire implicit theories, as reported in the theoretical framework, related to teaching and learning grammar in the EAL class.
2- Explore the methods used by four teachers from different schools to introduce and practise new grammar points.
3- Investigate the reasons behind these methodological choices and find links or contradictions with the implicit theories in grammar instruction.
4- Contrast the views of the teachers with the opinion of their students.

The hypotheses from which I part are several. On the aspect of teachers' beliefs, I consider that, despite research and new methods continuously appearing, most teachers hold the traditional beliefs associated with EAL. An example of this is the belief that the most effective method for students to acquire the structures is explicitly teaching it, with an inductive approach probably appearing more commonly, as presented in the books that are used in class. Furthermore, error correction is normally regarded by teachers as an essential part of this process. Another case would be the plurilingual approach. I part from the hypothesis that most teachers continue using a monolingual approach in class, despite all the research that highlights the benefits of plurilingualism. Thus, the mother tongue of the students will be rarely used by the teachers with a pedagogical objective.

With all this being considered, the instruments prepared for this project will try to prove or disprove all these ideas.

4. Methodology

Participants

A questionnaire survey was conducted in two different schools. One school was semi-private and the survey was completed by secondary students of 2nd, 3rd and 4th ESO. A total of 160 students, aged between 12 and 17, participated in this questionnaire. The second was a state-run primary school. The participants were 5th and 6th Primary students. The questionnaire was adapted for these younger participants. 50 students of this school completed the survey.

Furthermore, four teachers from these two different schools were interviewed. All the teachers were female and counted with at least 10 years of teaching experience, with the most experienced one having worked for 30 years. Additionally, some lessons of three of these teachers were observed.

The four teachers in this study are referred to throughout using the pseudonyms Anna, Laura, Marta and Raquel. Two of these teachers, Anna and Laura, work with secondary students, while the other two, Marta and Raquel, work in primary. The outcomes of the interviews will be contrasted to see if the patterns in beliefs differ or are similar in these different stages.

Instrument

Firstly, an online questionnaire was designed to elicit students' opinions towards some statements about EAL grammar instruction and error correction. The questionnaire consisted o f two parts: (a) a Likert-scale response section for quantitative results and (b) an open-ended section for qualitative results. The quantitative section consisted of 24 items related to students' beliefs, which were adapted and translated into Catalan from Loewen et al (2009). These items consisted of statements which participants had to value within a scale from 1 to 6, in which 1 meant that they completely disagreed with the statement, and 6 meant that they totally agreed. The qualitative section contained the following four open-ended statements, also translated into Catalan from Loewen et al: *I like studying grammar because… (M'agrada estudiar gramàtica perquè…), I don't like studying grammar because… (No m'agrada estudiar gramàtica perquè…), I like to be taught grammar in the following ways… (M'agrada aprendre gramàtica de les següents formes…)* and *I don't like to be taught grammar in the following ways… (No m'agrada*

aprendre gramàtica de les següents formes…). Students could decide whether to complete the statements or not before they submitted their responses.

Participants also had to indicate the year which they were studying in order to be able to see possible connections between their teachers' and their own beliefs.

This questionnaire was later adapted for younger participants in paper. The four open-ended questions were placed at the beginning of the survey, and the statements were transformed into direct questions, with the same response options. Some of the most complex items were eliminated, leaving a total of 16 questions. This questionnaire can be found in Annex 1.

Additionally, a series of questions were prepared for the teachers. A total of 20 questions were proposed in order to guide the teacher interviews carried during the research, trying to extract the teachers' beliefs. The questions were divided into four different categories: the first section (a) consisted of general questions; the second section (b) dealt with grammar instruction, ranging from more general to more specific questions; the third section (c) consisted of questions about grammar practice; finally, the fourth section (d) focused on error correction. The questions were inspired by Borg's (2001) results in a similar study. A question on the use of the L1 in class was also added to see the teachers' views on the plurilingual approach. The questions were later translated into Catalan, so as to enable the teachers to choose the language with which they would feel more comfortable. However, other questions were added during the interviews, as some unpredicted topics arose. The transcriptions of the interviews can be found in Annexes 2 to 5.

Afterwards, an observation grid was adapted to document the class observation. This grid contained 8 items to be observed during the lessons. The original form was proposed by Idaho State University. The observed items were explicitness, use of metalanguage, teaching methods, teaching resources, grammar practice, error correction, use of the L1 and other observations. All these items had subsections to help identify common practices. The observation grid can be found in Annex 6.

Data collection

During the month of May 2019, the email addresses of the schools were used to contact language teachers and to request permission to invite their students to participate in the study. The teachers who agreed to participate were visited and observed, as well as provided with the link to the online questionnaire. Some teachers opted for asking students to complete the questionnaire while the observation was in course.

The interviews took an average of twenty minutes and were recorded so as to be transcribed later. The proposed questions conducted to unplanned questions, as some interested topics arose during the conversation. Anna, Laura and Raquel decided to take the interview in Catalan, while Marta opted for answering to it in English.

As for the class observation, there was a slight difference in the amount of time dedicated to each teacher, as it was limited by their end-of-year tight timetable. Anna's and Marta's lessons were observed for six hours, and Laura's lessons were observed for 5 hours. Raquel's lessons could not be observed due to a lack of time.

Analysis

This study employed a mixed methods approach, as both qualitative and quantitative methods were used to acquire and analyse the data.

Quantitative analysis

The quantitative data of this study appears in the Likert-scale statements, which the students who participated in the survey had to give a value between 1 and 6. When the survey for the secondary students was closed with 160 participants, all the scores where added up, and the average score was calculated. When the average scores were higher than 4, the tendency was considered favourable. When it was below 3, it was considered unfavourable. The same procedure was applied in the case of the survey for the primary students.

Afterwards, the responses of the secondary students were separated by course, separating students of 2nd ESO from those of 3rd and 4th ESO, in order to discern differences in these groups and try to establish whether there was a relation between the teachers' and the students' views on the importance of grammar and error correction.

Qualitative analysis

The qualitative data had their origin in three different sources.

The first source of information was the open-ended statements in the student surveys, which enquired about their preferences in the study of grammar. The participants' answers were analysed one by one. After that, patterns were observed and similar responses were grouped together. These recurrent answers, and representative quotes, will be presented in the Results section. In the case of the surveys on paper, all the answers were transfer into a database in order to analyse and categorise them.

The second source of data were the interviews, which sought to elicit the teachers' beliefs on grammar instruction and error correction. Once they were transcribed, the interviews were analysed to find which beliefs were repeated in the different teachers and which of them were unique.

Finally, the observation grids, which were completed during the class observation, were also analysed to find possible tensions between the teachers' stated beliefs and their behaviours in class.

5. Results and discussion

This section is going to state the obtained data and try to check if the objectives have been accomplished and whether the initial hypotheses have been confirmed or dispelled.

Student surveys

Firstly, the results of the secondary student surveys (Table 1) are going to be addressed.

The statements were valued with scores from 1 to 6 by the total of the participants (N=160). It can be observed that most of the statements with a positive message have an average score over 4, which indicates a certain positive tendency towards the importance of grammar instruction and error correction. The most extreme results, however, are mostly those related to error correction, with a 4.95 in the statement that mentioned being corrected when making errors while speaking; a 4.97 in the statement related to being corrected when making written mistakes; a 1.73 in the item that stated that teachers should not correct errors made by students, showing their strong disagreement with it; and a 2.73 in the assertion related to disliking being corrected in class.

Other remarkable results are the ones related to the importance of studying grammar formally (4.81) and the connection made between being a good learner and knowing a lot of grammar rules (4.77).

As for the other skills that are believed to be benefited by learning grammar, the highest score was the one of communication (4.68), that was considered over reading (4.29 and 4.25), oral comprehension (4.44) and writing (4.55).

Despite this positive tendency towards grammar instruction, it is also meaningful that the statement that claimed that using the language in real-life situations is more important than practising grammar rules (4.78). In fact, the statement on liking grammar was one of the most polarised, with an average score of 3.06.

When separating the results of the students of 2nd ESO from the students of 3rd and 4th ESO, who have different teachers, we can see that, despite the appreciable differences in some specific items, such as the group of 3rd and 4th ESO being more willing to be corrected, the general outcome is not very unbalanced. Thus, it is very difficult to asseverate that there is a strong connection between the teacher that they have this year and their beliefs.

Table 1 – Results of the secondary students' survey.

Statement	Av. Score	2nd	3rd /4th
Estudiar gramàtica formalment és essencial per dominar la llengua addicional.	4.81	4.81	4.81
Acostumo a tenir en ment les normes gramaticals quan escric en la llengua addicional.	3.81	3.68	3.87
Saber molt de gramàtica m'ajuda a llegir millor.	4.29	4.34	4.27
Quan cometo errors parlant en la llengua addicional, m'agrada que el/la professor/a me'ls corregeixi.	4.95	4.92	4.96
El meu nivell en la llengua addicional millora més ràpidament si estudio la gramàtica de la llengua.	4.03	3.91	4.09
Puc comunicar-me en una llengua addicional sense saber-ne les normes gramaticals.	3.31	2.83	3.51
Els mestres no haurien de corregir els alumnes quan cometen errors a classe.	1.73	1.70	1.73
M'agrada estudiar gramática.	3.06	3.34	2.95
La gent em respectarà si utilitzo la gramàtica correctament quan parli la llengua addicional.	4.28	4.02	4.38
M'agrada que em corregeixin en les tasques en grups reduïts.	4.59	4.43	4.65
Els bons aprenents de la llengua addicional normalment coneixen moltes normes gramaticals.	4.77	4.74	4.77
Conèixer les normes gramaticals facilita la comunicació en la llengua addicional.	4.68	4.87	4.59
M'agrada que el/la professor/a expliqui normes gramaticals.	4.15	4.36	4.06
L'estudi de la gramàtica ajuda a aprendre una llengua addicional.	4.64	4.72	4.60
És més important practicar una llengua addicional en situacions de la vida real que practicar les normes gramaticals	4.78	4.42	4.93
Quan trobo dificultats durant les activitats de conversa, m'ajuda que el/la meu/va professor/a m'expliqui les normes gramaticals.	4.53	4.66	4.47
Hi hauria d'haver més temps d'estudi formal de la gramàtica a la meva classe de llengua addicional.	3.74	3.53	3.83
El coneixement de les normes gramaticals ajuda a comprendre allò que diuen els altres.	4.44	4.55	4.40
No m'agrada que em corregeixin a classe.	2.73	2.81	2.70
Quan cometo errors escrivint en la llengua addicional, m'agrada que el/la professor/a me'ls corregeixi.	4.97	4.83	5.03
Quan llegeixo una frase en la llengua addicional, intento comprendre la gramàtica.	4.38	4.70	4.24
Em sento decebut si el/la professor/a no corregeix les tasques escrites que li entrego.	4.49	4.49	4.50
L'escriptura en la llengua addicional no és bona si es cometen molts errors gramaticals.	4.55	4.27	4.66
Una manera de millorar la meva habilitat lectora és millorar el meu coneixement de la gramàtica.	4.25	4.45	4.16

As for the open-ended statements, not all the participants completed them. The first item, that sought the reasons why they liked studying grammar, was responded by 111 students.

The most common group of answers was related to grammar being helpful to improve their level of English in general, with a 30.63%, followed by grammar being a way to learn new things in general and grammar helping them to develop their oral expression, both of them representing 20.9% of the answers. It is noteworthy that other skills were mentioned less frequently, with written expression appearing in 11.71% of the cases, oral comprehension in 6.3% and written comprehension only in 1.8%.

The second statement aimed to know why they did not like studying grammar. 120 of the participants responded. 63.33% claimed that they found grammar boring in different degrees, while 26.67% stated that they found it difficult. Furthermore, 9.17% answered that they found it unnecessary or ineffective.

An especially remarkable answer to finish the statement claimed that:

> «Crec que no és el més efectiu per aprendre a parlar una llengua ja que per molt que sàpigues tota la gramàtica d'una llengua si no la saps aplicar de manera espontània no serveix per res.»

This student clearly believes that knowing the rules of a language is totally ineffective if the speaker does not know how to apply the rules spontaneously.

The third statement, which tried to elicit the ways in which student like to learn grammar, was answered by 108 of the participants. 34.26% answered that they like learning with games, 16.67% with exercises and activities, 15.74% with group work and 11.11% with oral practice. Furthermore, 9.25% of the participants mentioned that they like grammar practice to be dynamic.

The last of the statements, referred to the ways in which students do not like to learn grammar, was completed by 100 participants. 22% of them stated disliking lessons only based on theory. The same amount of students mentioned not liking memorising and doing exams. 18% of the participants claimed that they dislike only doing exercises to practice, while a 15% showed a dislike for taking notes all the time.

The primary students' questionnaires (Table 2) started with the same open-ended statements. From the total of 50 participants, 40 decided to complete the first statement. 32.5% stated that they liked studying grammar because it helps them in their process of learning English, while 15% claimed that they thought that it will be useful for them in the future. One of these students even affirmed that:

«Vull ser futbolista i he de saber anglès.»

This is a clear case of a student who is totally motivated to learn English, as he or she aims to become a football player and believes English to be necessary.

As for the skills that they believe to benefit from learning grammar, 17.5% of the participants stated that it helps them in their writing, while 12.5% highlight the benefits on their communication skills.

The following statement was only completed by 21 students, from which 28.57% claimed that they do not like studying grammar because it is difficult, 19.05% because they do not like studying in general and 14.28% because they find it boring.

On the aspect of how they like to learn grammar, 41 students expressed their opinion. The most common responses were with games (46.34%) and doing writing practice (24.39%).

Finally, 23 students completed the statement on how they do not like to learn grammar, from which a 30.43% affirmed that they dislike having to study it.

Table 2 – Results of the primary students' survey

Question	Average score
Creus que estudiar gramàtica és important per aprendre anglès?	4.76
Tens en compte les estructures quan escrius en anglès?	4.30
Creus que saber gramàtica t'ajuda a llegir millor?	4.44
T'agrada que el/la mestre/a et corregeixi quan comets errors?	5.18
Creus que et pots comunicar en anglès sense saber les normes gramaticals?	3.00
T'agrada estudiar gramàtica?	4.26
Creus que els bons aprenents d'anglès saben moltes normes gramaticals?	5.20
Creus que saber les normes gramaticals ajuda a comunicar-se millor?	5.14
T'agrada que el/la mestre/a expliqui les normes gramaticals?	4.86
Creus que és més important practicar l'anglès en situacions reals que practicar les normes gramaticals?	4.7
Quan trobes dificultats durant les activitats de conversa, t'ajuda que el/la mestre/a t'expliqui les normes gramaticals?	4.92
Creus que s'hauria de dedicar més temps de classe a estudiar gramàtica?	3.60
Creus que conèixer les normes gramaticals ajuda a entendre el que diuen els altres en anglès?	4.50
Quan comets errors gramaticals escrivint, t'agrada que te'ls corregeixi el/la mestre/a?	5.02
Quan llegeixes una frase en anglès, intentes comprendre la seva estructura gramatical?	4.08
Creus que un text escrit pot ser bo si conté molts errors gramaticals?	2.88

As it can be observed in Table 2, average scores in most of the items are significantly higher than those in the survey for secondary students, some of them even over 5. It is the case of the question on error correction (5.18 and 5.02), the question that linked knowing grammar structures and being a good learner (5.20) and the one about the benefits of grammar on communication skills (5.14). These high scores could be interpreted as a better predisposition to learn grammar of these students. It would be necessary to investigate then if this is due to the way they are currently being taught grammar or because of the level.

Interviews

This section is going to analyse the beliefs of the teachers, which were stated in the interviews. As commented in the *Participants* section, the four teachers are female and have been teaching for over 10 years.

As for the resources that the four teachers use in class, both Anna and Laura use the book in class, even though Anna does not like it too much. Raquel, instead, sees books as a possible resource for teachers, from which ideas and activities can be extracted.

The teachers were asked about the role of the L1 of the students in their lessons. The four of them accept that students speak their L1s in class to address each other, and sometimes the teacher. However, none of them talked about using plurilingual strategies like PBCS or TOLC.

A very interesting point related to a common research topic when studying teachers' beliefs was raised during the interviews: Can teachers' beliefs change through time? In this study, only Laura admitted to not having changed much since she started teaching. Marta does not mention changing her beliefs, but admits that tries to adapt her teaching style to the school where she is working as well as to her beliefs. Anna and Raquel state that their beliefs have changed. When talking about the use of the L1 in class, one of the aspects in which she has changed, Anna justifies the change in her beliefs in the following way:

> «Crec que el professor s'ha d'adaptar molt a la realitat de l'aula. A vegades vols fer passar, no sé, una corda pel forat d'una agulla i no passa, no? Hem de canviar, hem de canviar les coses. Ens hem d'adaptar. Hem d'arribar a tots, tots han

> d'arribar a tenir un coneixement, avançar dintre de les seves particularitats, els alumnes han d'intentar avançar.»

Thus, it can be understood that the reality that the teacher finds in class may trigger a change in their beliefs. In this case, the change has been provoked by the need to attend diversity better.

Afterwards, the teachers were asked about their views on the importance of grammar in the process of learning an AL. Despite admitting to teaching grammar in class, Anna and Marta said that they did not give it much importance, since they believed that communication was more important. Therefore, they tend to defend a FoM approach over FoF. Laura, on the other hand, considers that teaching grammar is important, especially when comparing how different languages work. Raquel also thinks that it needs to be worked, but not more than any other aspects of the language. Furthermore, the four of them said that they used metalanguage in class, but Anna and Marta asserted that they try not to obsess too much about it, while Raquel and Laura consider it useful in the process of teaching and learning.

When asked how they liked to present the new contents, Anna said that she liked to use contextualised examples and visual support, while Laura asserted that she uses various ways; in some occasions, she gives them the rules directly, while some other times she asks them to figure out the rules by themselves. Raquel prefers teaching new contents in small groups instead, while the rest are doing some activity that they already know how to do, so as to make sure that students understand this new concept.

Concerning grammar practice, Anna commented that she usually proposes students drilling exercises, but she lets students choose two or three sentences to complete. Laura claimed that she uses the book or photocopies to practise, as she firmly believes that learning is based on repetition, which is similar to the opinions stated in the study made by Önalan (op. cit.). Marta and Raquel use similar methods to practise grammar, as they both like using oral expression activities and projects. Raquel also added that she liked students to practise in small groups, with activities like role plays.

Regarding their views on internal and external factors that can condition if the grammar practice is effective, the four teachers had very different beliefs. Anna highlights the proportion of students per teacher, arguing that with the number of students that schools

have in each room, co-teaching would be much more effective. She added that having a classroom dedicated to English would also help. Meanwhile, Laura emphasised the importance of the students' moods, which, according to her, are conditioned by the time when they have class. Marta remarked the importance of the school's interests being aligned with the methodology used, which in her case was mainly based on projects. She seemed satisfied with the school's position in this aspect. Raquel declared that, in order to improve communication, the main factors were the students, the predisposition of the school towards English and the teachers' abilities.

The last major point covered in the interviews was error correction. While Anna does not give much importance to it, saying that in 1st and 2nd ESO errors should not be focused on too much, Laura, Marta and Raquel say it is important, but with some differential aspects. Laura affirms that error correction is important when dealing with grammar and adds that she learnt English by doing exercises, correcting and then redoing them. Marta prefers to focus on how the sentence is written, if it is coherent or not, rather than on specific errors. She also emphasises the importance of peer correction, as it motivates students to talk about language. Both Anna and Raquel dislike using a red pen to correct errors. Finally, the four teachers agree that it is important not to correct students while they are speaking.

Observation grid

As commented before, some lessons of three of the teachers (Anna, Laura and Marta) were observed and an observation grid was completed in each session. This subsection is going to analyse if there are tensions between the stated beliefs of the teachers and their behaviours.

The observation of Anna's lessons confirmed that she does not give much importance to grammar instruction, as she only dedicated a few minutes of one of the lessons to explain a grammar point. She did that, as she commented, using visual support. The presentation started with the structure, which was followed by a few examples. Therefore, she used a deductive method to present the grammar. The Present Perfect tense was presented to students as a tool to talk about experiences, reinforcing her belief on the importance of communication. The rest of the lessons were dedicated to prepare a presentation on the

benefits of reading. When the projects were presented, the only corrections made by Anna were related to the structure of the presentations. Thus, it can be said that no major tensions were observed in her case.

In Laura's classes grammar was explained explicitly in three of the observed lessons, and metalanguage was used in the three of them. The teacher introduced the topic by explaining what the structure is used for. Then, contextualised examples were provided. Finally, the teacher explained how the structure works. Afterwards, students were asked to do some exercises individually to practise the structure. The correction was made altogether, with the correct answers appearing on the screen. However, the answers were not commented or justified. The other two observed sessions were dedicated to preparing a speech in pairs. Students had to work on their own, while the teacher walked around the class, providing some assistance to those who needed it. No major tensions were observed in Laura's case either.

Marta's lessons started with the students asking the visitor personal questions to practice their oral skills. Three of the lessons continued with the students doing some reading in pairs. The students were allowed to choose the book that they wanted to read. Then, they were introduced to the new project on which they would work, which was also related to reading. The lessons also included a part in which the students were given a sentence to reflect upon, first individually and then in small groups. The reflections were later shared and commented. In only one of the lessons there was a mention to grammar, as students were taught the prepositions of place with the use of flashcards. The students had to copy some sentences. The practice was done orally, and students were asked to move around the class to locate themselves where the teacher told them. Students engaged completely in this activity. In another lesson, students were required to write a composition in groups, which Marta stated as a common practice in her interview. Thus, no major tensions were observed.

Revision of the objectives and hypotheses

This subsection is going to be dedicated to revising the initial objectives of the study.

The first objective was enquiring about the beliefs related to grammar instruction and error correction of the teachers. It could be said that their beliefs are very different in each

case, with some occasional coincidences in some specific points. For instance, all the teachers believed that errors should not be corrected during oral practice. Therefore, the results of this study confirm one of the features that Abelson (1979) described, the fact that belief systems are not consensual.

The second point referred to the methods used to present and practice grammar. Just as what happened with beliefs, teaching practice is varied in most cases, with a few coincidences.

As for the third objective, which was focused on the reasons behind methodological choices and the links and contradictions with the implicit theories in grammar instruction, the results of the study show that most of the times there are no contradictions between stated implied theories and behaviour. This could be understood as a sign that beliefs condition behaviour, as stated by Ortega y Gasset (1977), cited in Garcia Vidal (2018).

The final objective was dedicated to contrasting the teachers' beliefs with the opinion of their students. It could be observed that there are actually some differences. The most remarkable case was the fact that students seemed to give more importance to grammar instruction and error correction than some of the teachers. This could be interpreted in two different ways. The first point of view would be that teachers' beliefs do not determine their students' points of view. As this study was limited to a very short period of time, it cannot be disregarded a second option, that would be that the students observed had developed their beliefs before, possibly because of other influences, i.e., other teachers or parents. Nevertheless, there is not enough information to confirm any of the two possibilities.

As for the initial hypotheses, most of them have been partially dispelled. This is due to the fact that there was a very generalised set of beliefs and, as it has been observed, teachers have very different points of view. An example of this is the use of the L1 in class. At the beginning of the study it was pointed out that most teachers kept holding monolingual lessons and the L1s were not used with a pedagogical purpose. Despite the lack of plurilingual strategies like TOLC or PBCS observed in the lessons, it was seen that the teachers see some benefits in using the L1s of the students occasionally, especially when trying to make sure that all the students follow the lessons.

6. Conclusions

Once all the data has been gathered and analysed, there are several conclusions that could be extracted from this study.

In the first place, the results do not show that the school where a teacher works always affects the teachers' beliefs, as it can be seen in the case of Anna and Laura. However, Marta and Raquel, who also work together, seem to have more aligned beliefs.

Moreover, the years spent being a teacher seem to hold no relation with how likely it is for them to change their belief system. While Laura admits to not having changed her practice, and therefore her beliefs, the other teachers claim that they have changed their views completely. For instance, Anna said that she used to defend monolingual, teacher-centred lessons based on FoF, while she now defends a FoM method and student participation. Therefore, according to the data obtained, it seems that beliefs can change with practice, contradicting what Pajares (op. cit.) exposed.

Another interesting point is that, even though it was not explicitly said during the interview, Anna seemed to be up-to-date with research, especially when it comes to plurilingualism and assessment. Raquel and Marta also seemed to be informed about new methodologies. Furthermore, the four teachers seemed willing to apply new methods in their future practice.

Additionally, in these four cases, no significant tensions between the teachers' beliefs and their behaviours were observed.

Regarding the importance of grammar instruction, students apparently tend to believe that grammar plays a major role in the process of learning a language. In fact, a significant number of students claimed that they liked to study grammar because they believe it is helpful for their learning processes. Another very common comment is that they like to learn grammar because they like learning itself. Regarding error correction, most students value it as an essential part of their learning, maybe even more than their teachers, which confirms the findings made by Borg (op. cit.). All this proves a general willingness to learn in the students, which the teachers should use in their favour.

As for the skills benefitted from learning grammar, a significant number of students believe that grammar may help them express themselves better, either in their speaking or writing. Other students claim that it also helps them in their comprehension. However, most students seemed to value communication over grammatical correctness.

Most students would also prefer to learn and practise grammar using more dynamic activities. There is an elevated number of students who believe that grammar is boring and difficult. This goes to show that students want to be engaged in what they are studying. Therefore, this suggests that different methods and resources could be tried. A lot of the participants requested the use of games and, at the same time, disapproved the use of memorisation. Combining both ideas could be fruitful, as significant and entertaining activities for students should be designed and tried.

Finally, when comparing the results obtained in primary and secondary education, it can be seen that the position towards grammar instruction and error correction is more positive in primary. Moreover, primary students seem to be more concerned about writing than speaking, unlike secondary students. Further research should be done in order to find the reasons behind these differences.

Limitations and prospectives

This project was highly limited by time. As the process started at the end of the school year, it was very difficult to persuade teachers to participate in the study. In fact, more than 20 secondary schools were contacted and only in one two teachers accepted. However, the opportunity to contact a specific primary school arose. I thought that it would be a good idea to check if there were significant differences between the teachers' and students' beliefs in these different stages.

This limitation of time also made it impossible to prepare a focus group with the participant teachers, as well as personally interviewing some students to achieve deeper insights of their beliefs. I reckon that the project could be continued taking these to instruments into account.

Another way to continue the project with more time would be by doing a follow-up on the teachers and students for a longer period of time, or showing the teachers the results of the students' surveys and interview them on their opinions.

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8. Annexes

Annex 1 – Student survey (Primary)

Students' beliefs on grammar instruction

1- M'agrada estudiar gramàtica perquè...

2- No m'agrada estudiar gramàtica perquè...

3- M'agrada aprendre gramàtica de les següents formes...

4- No m'agrada aprendre gramàtica de les següents formes...

Pregunta	1	2	3	4	5	6
Creus que estudiar gramàtica és important per aprendre anglès?						
Tens en compte les estructures quan escrius en anglès?						
Creus que saber gramàtica t'ajuda a llegir millor?						
T'agrada que el/la mestre/a et corregeixi quan comets errors?						
Creus que et pots comunicar en anglès sense saber les normes gramaticals?						
T'agrada estudiar gramàtica?						
Creus que els bons aprenents d'anglès saben moltes normes gramaticals?						
Creus que saber les normes gramaticals ajuda a comunicar-se millor?						
T'agrada que el/la mestre/a expliqui les normes gramaticals?						
Creus que és més important practicar l'anglès en situacions reals que practicar les normes gramaticals?						
Quan trobes dificultats durant les activitats de conversa, t'ajuda que el/la mestre/a t'expliqui les normes gramaticals?						
Creus que s'hauria de dedicar més temps de classe a estudiar gramàtica?						
Creus que conèixer les normes gramaticals ajuda a entendre el que diuen els altres en anglès?						
Quan comets errors gramaticals escrivint, t'agrada que te'ls corregeixi el/la mestre/a?						
Quan llegeixes una frase en anglès, intentes comprendre la seva estructura gramatical?						
Creus que un text escrit pot ser bo si conté molts errors gramaticals?						

Víctor: Doncs comencem amb l'entrevista. Volia preguntar primer quant fa que ensenyes anglès.

Anna: Quants anys fa que ensenyo anglès? Doncs trenta anys.

V: I com definiries el teu estil d'ensenyament?

A: No sé, jo crec que és ... No m'he plantejat mai aquesta pregunta, no? No sé què enteneu per estil.

V: Què creus que et defineix? Com creus que et veuen? Com creus que...?

A: Crec que em veuen una persona molt activa.

V: I quins mètodes i recursos t'agrada utilitzar a classe?

A: Variar, canviar moltes coses. Suport visual, sí? Pissarra també m'agrada. Llibre, fotocòpies... Llibre cada cop menys, jo sóc partidària de no utilitzar llibres a classe, perquè et condiciona.

V: I quin paper té la L1, és a dir, la llengua materna dels alumnes a les teves lliçons?

A: Quin paper té?

V: Sí

A: Jo penso que ha de conviure la llengua materna, les tres llengües, vamos. La llengua materna, segona llengua o, bueno, si entenem llengua materna que som bilingües i la segona llengua l'anglès, doncs jo crec que han de conviure les tres. Perquè és molt més proper a la realitat.

V: Val, llavors què en penses de les classes monolingües d'anglès?

A: Que de vegades volem forçar la cosa. Jo porto, ja et dic, trenta anys fent classe i he fet classes monolingües, i he fet classes també partint de la llengua materna, i he fet classes ara, perquè jo era una gran defensora de les classes en anglès i pensava: 'no, no, no, no, que s'han d'exposar molt a la llengua', però què ens trobem aquí? Que la majoria de professors que estem donant classes no som natius. Per tant, tampoc els estem exposant a una realitat. Quan surten de l'escola, el context tampoc és real, per tant, anem provant

coses. Jo sóc una persona que provo molt i la veritat, que és que si fes quatre dies que faig classe no puc dir-te, la diferència amb una solidesa, però en trenta anys penso que sí, que l'opinió és que els resultats són pràcticament els mateixos, no hi ha massa diferència.

V: Llavors és una pràctica que has canviat al llarg de la docència?

A: Sí, i també va funció una mica del grup. Crec que el professor s'ha d'adaptar molt a la realitat de l'aula. A vegades vols fer passar, no sé, una corda pel forat d'una agulla i no passa, no? Hem de canviar, hem de canviar les coses. Ens hem d'adaptar. Hem d'arribar a tots, tots han d'arribar a tenir un coneixement, avançar dintre de les seves particularitats, els alumnes han d'intentar avançar, però això, clar, no pots insistir a parlar a un nen en anglès que no, que no, que no... perquè tothom té les seves habilitats.

V: Llavors això del plurilingüisme pot ajudar pel tema de l'atenció a la diversitat?

A: Jo penso que sí.

V: Val, perfecte. Ara començo a preguntar una mica sobre el tema de la gramàtica en concret, val? Com d'important consideres que és la gramàtica en el procés d'ensenyament-aprenentatge de l'anglès?

A: A quins nivells?

V: Per exemple aquí a secundària.

A: A secundària.

V: Creus que és molt important, o no, el fet de treballar la gramàtica?

A: Jo crec que no. Jo crec que no és important. El que busquem és la comunicació quan ensenyes una llengua. Una llengua no s'entén si no és comunicació. Per tant, la gramàtica és una eina més que fa que aquesta comunicació sigui més, anem a dir, ajustada, més *accurate*, o menys, però si hi ha comunicació... Per què ens hem d'obsessionar tant amb la gramàtica? I hi ha una altra cosa que és que molts nanos, a secundària, a primer i segon de l'ESO, no tenen les estructures gramaticals en la seva llengua mare adquirides. Com els hi hem de fer adquirir en una tercera llengua? És que és... Ho trobo absurd, però bueno. És la meva opinió.

V: I quina creus que seria la millor manera d'ensenyar-ho? En el cas d'haver de...

A: Ensenyar gramàtica?

V: Sí.

A: Jo crec que s'ha d'aprendre de manera natural. És aquesta.

V: I llavors quina seria la pitjor per tu? La pitjor manera d'intentar...

A: Forçar-la. Forçar-la. Forçar... vull dir, ens hem obsessionat, i jo de les primeres que ho feia, eh? Que penalitzava perquè s'oblidaven la 's' de les terceres persones del Present Simple. I s'ha demostrat al llarg del temps que aquesta adquisició d'aquesta ... aquesta declinació, la 's' aquesta, s'adquireix molt més tard que a segon de l'ESO.

V: I a classe, quan has de presentar un contingut nou, com ho fas? Per exemple això... com presentes contingut nou que els alumnes desconeixen?

A: De manera visual. Amb suport visual. Amb exemples, amb exemples reals.

V: Val. Amb un context?

A: Amb un context.

V: D'acord. Llavors, per exemple, això... no creus que ha de ser explícit però això, amb exemples, podríem parlar per exemple d'un mètode inductiu, no, d'ensenyar un exemple i a partir d'aquí intentar formular una regla, una idea general, no? O per comparació, o com creus que...?

A: Depèn. Depèn de les coses. Hi ha coses que sí que et van bé. Depèn de quin aspecte tractis, algun sí que et va bé la comparació i d'altres simplement és memoritzant una fórmula perquè és que no hi ha més... i estàs intentant explicar... a veure, si estàs intentant explicar aquests canvis i ells sí que no els acaben d'entendre, quan un adult ho veu molt clar, un nen no ho veu tan clar, per tant acabes dient: 'bueno, això és així'. I la traducció. Jo crec que la traducció va bé. Sempre s'ha dit que són mètodes antiquats, però s'estan tornant a recuperar molts mètodes dels que s'havia dit: 'oh, això està prohibidíssim, oh això no sé què...'. La traducció literal funciona i l'hem d'aprofitar. Amb el que funciona, s'ha d'aprofitar. I ha temps temps verbals que es pot por fer servir, d'altres que potser no. I tenim una avantatge, que al ser bilingües català-castellà, tens dos llengües de referència per ensenyar una tercera. Pel qual, el que no et funciona amb una, potser et funciona amb

l'altra. Per això és bo que convisquin totes. D'aquí que, el Tractament Integrat de Llengües és genial en aquest aspecte.

V: Perfecte. I parlàvem abans del tema dels llibres. Utilitzeu llibres tot i que has comentat que no t'agradava gaire.

A: Bueno, ni m'agrada ni em desagrada, és un suport més, però que l'hem de considerar així, és un suport. Això de seguir 'Lliçó 1, Lliçó 2, etc', això jo crec que s'ha acabat. No es pot fer tot. No es pot fer tot. I s'han d'aprofitar situacions que es donen a l'aula per... per això, no? Quan un alumne mostra un interès o et sorgeix, s'ha d'aprofitar. La improvisació jo crec que també és molt bona. I si només estem obsessionats amb el llibre, què ens passa? Que ens perdem moltíssimes coses i moltes situacions que són molt riques.

V: Llavors, aquest llibre que apareix, l'heu pogut escollir vosaltres?

A: Sí... aquest... (not undestandable)

V: I en base a què vau decidir?

A: Bueno, és qüestió d'editorials que vénen, el que et fa... arribes a un acord en el departament, quan abans teníem departaments, i ens vam decidir per Oxford, perquè també ofereixen un bon servei i, bueno, i tenia unes garanties també.

V: Has dit que abans teníeu departaments, ara, com funciona ara? És tot integrat o...?

A: No, és un claustre de professors i no hi ha departaments.

V: I, el tema de la terminologia de la gramàtica, creus que s'ha d'utilitzar o no? El temps... per exemple parlar de temps verbals, o de subjectes, verbs... creus que és necessari utilitzar aquesta terminologia?

A: Sí, sí, però tampoc... És necessari, han de saber... Hi és, la terminologia hi és, i han de conèixer-la, però tampoc cal obsessionar-nos.

V: Bueno, i com creus que responen els alumnes a l'ensenyament de la gramàtica? Quan els ensenyen gramàtica o... com creus que responen ells?

A: Depèn de l'alumne. Hi ha l'alumne a qui li encanta, com tot, hi ha l'alumne que li agrada aprendre vocabulari, hi ha l'altre que li agrada molt la gramàtica. Depèn dels seus esquemes mentals, com totes les persones. No, tampoc he trobat jo que hi hagi un rebuig

cap a la gramàtica. Ells tenen rebuig quan no saben per què es fan les coses, i no li veuen sentit. Per tant, s'ha de fer, jo penso que un mínim s'ha de fer, però tampoc exagerada. Quan veus que ja allò no arriba has de dir: 'bueno, fins aquí, paro'; o cada cop fer-la més reduïda i només anar a l'essencial. Ja ho veuran, perquè és molt repetitiu. De primer a quart de l'ESO sempre repeteixen el mateix, per tant, si no ho assoleixen ara, ja ho assoliran l'any que ve o l'any... tenen quatre anys de marge. I ja està.

V: I pel que fa a la pràctica, feu algun tipus de gramàtica a classe? Alguna pràctica, algun treball, algun exercici per repassar?

A: Sí.

V: Quin tipus d'exercici?

A: Doncs els típics *drilling exercises*. El típic de sempre i ja està. El que passa que moltes vegades si cansen molt jo els faig escollir. Amb un exercici, per exemple, si ha deu frases que han d'omplir amb un... jo què sé, passats, que n'escullin tres aleatòriament. Jo les corregiré totes, perquè quan demano: 'tu quina ha escollit? Tal, tal, tal...' i que tothom té, 'i jo he fet aquesta...', i si queda alguna sense corregir, no passa res, és igual. Però que escullin.

V: I, per exemple, el tema dels agrupaments, el treball individual, parelles...

A: Bueno, ara això ve una mica marcat pel que és la part del cole. En principi, quan treballem, haurien de treballar en grups de quatre, però no sempre és així. Depèn, fas equips... pots treballar amb parelles, pots treballar amb equips de quatre, des de quatre els pots ajuntar en equips de vuit... Estan els nanos bastant acostumats a treballar en grup i s'adapten molt bé. Amb tres, amb dos...

V: Quins beneficis creus que té aquest treball col·laboratiu?

A: Beneficis? Home, sempre s'atén més a la diversitat. No com voldríem, perquè evidentment sempre hi ha algun que estira més. No estem acostumats a aquest mètode de treball i també que els adults no ho sabem fer això tampoc. Si muntes equips d'adults... no saps. Llavors, quan tu no domines una cosa és difícil que et funcioni bé. Ara són ells més que t'ensenyen, que no tu que els ensenyes a ells. Però sorprenentment ells treballen molt cooperativament i està funcionant. Es crea una inèrcia i... bona. A tu et dóna aparentment una impressió de caos, perquè els que venim de ja fa molts anys de donar

classe, doncs estaves acostumat a la classe magistral, allà tothom callat, no continuaves la classe fins que tothom feia silenci. Clar, això és molt agradable i molt còmode. Hem de sortir d'aquesta zona de confort, sentir-nos còmodes en el soroll, en el caos i deixar que flueixin les coses, i ja està. I reconduir situacions i atendre els nanos que més ho necessiten, i voltar per allà, i ja està.

V: I quins factors creus que poden fer que la pràctica sigui efectiva? Quins tipus de factors, quins tipus de coses poden condicionar o poden ajudar a que sigui efectiu o que serveixi aquest aprenentatge? Que realment s'aprengui... Per exemple, externs...

A: M'estàs parlant de treball cooperatiu?

V: En general, en general. Factors externs, de temps, d'espai. Creus que hi ha alguna cosa que pot fer que millori?

A: En la manera que s'està treballant ara, si això ha de tenir aquesta continuïtat, de tenir treball cooperatiu a l'aula i estar... tenir trenta-dos, trenta-tres nens a l'aula, el que es necessitaria és una docència compartida jo crec, tenir més professorat. Més temps, amb una docència compartida igual es poden allargar les classes d'una hora a una hora i mitja. Fer dues hores és massa, però fer una mica de reestructuració en general.

V: D'acord.

A: I els espais, els espais també més grans. Mobiliari potser també, que es pugui adaptar més a les necessitats, que no s'hagin d'arrossegar tant, no sé. I jo, el que a mi m'agradaria, però això ja és demanar molt, no sé, potser algunes escoles ho tenen, aquí no ho tenim, i costaria fer-ho, no? De tenir l'aula matèria. A mi m'agradaria molt tenir una aula que fos l'aula d'anglès, que allà et vinguessin a treballar. Que entrin allà i allò és com un altre món. És canviar-los de l'entorn que estan habitualment. Jo crec que això ajudaria. Perquè a més a més, tu la pots ambientar. És una altra història. És una ajuda. Són petites coses, però crec que petites coses que tenen molta importància.

V: I pel que fa a la correcció d'errors, com d'important creus que és corregir els errors pel procés d'aprenentatge?

A: Igual, igual que t'he dit abans amb la llengua, mentre hi hagi comunicació... Jo crec que s'ha de corregir poquet, poquet. En aquestes edats, eh? Jo ara t'estic parlant del curs que estic fent, 2n de l'ESO, a 1r i 2n de l'ESO. Evidentment, quan fas batxillerat és una

altra història, sí? Crec que és molt, molt important frenar, anar més a poc a poc amb les coses. Quan tu dones una tasca, han d'aprendre a planificar la tasca, han d'aprendre a discutir, han d'aprendre a agafar notes. I a partir d'aquí poden començar a treballar, i llegir-ho, i repassar-s'ho, i... fins que fan la versió final. I jo crec que es minimitza moltíssim. Algunes vegades utilitzo el tema de símbols, altres vegades altres sistemes de correcció. I si he de corregir, que a vegades has de corregir per nassos, perquè és que no queda més remei, i vas pillat pel temps, això sí, no utilitzar un boli vermell, perquè no m'agrada. I no corregir-ho tot, eh? Això ho tinc claríssim. Mentre hi hagi comunicació, no es corregeix tot.

V: I el tema de les avaluacions, com... com les duries a terme?

A: Continua. Avaluació continua. I a més a més, donant, o sigui, oblidant-se una mica del que és l'avaluació qualificadora, de posar una nota, sinó de veure el que evoluciona. O sigui, tenir un punt de partida i a veure quin progrés ha fet aquesta... aquesta criatura, aquest noi, aquest adolescent. I així.

V: I, última pregunta... Hi ha alguna pràctica, alguna metodologia, que t'agradaria provar, que encara no has provat?

A: No sé, no et sabria què contestar aquí, eh? No sé, no sé quina... no sé.

V: Doncs moltes gràcies. Ja estaria, sí.

Annex 3 – Interview with Laura

Víctor: Comencem... La primera pregunta seria, quant fa que ensenyes anglès?

Laura: Vint-i-cinc anys.

V: I com definiries el teu estil d'ensenyament?

L: Proper.... És que és difícil definir-se a un mateix, eh? Això quan els hi dius al alumnes: 'defineix-te'... No sé... Estricte en quant a seguir la normativa, no? De gramàtica, no me'n

vaig per una altra cosa. Segueixo bastant el currículum. Per tant, sóc estricta en aquest sentit, però més aviat és un estil bastant... això, proper. I afable.

V: I quins mètodes i recursos utilitzes a classe?

L: De tot. Entre... l'aplicació que tenim del llibre per poder mostrar els... un tema... si tu ja ho saps... o, bueno, jocs que podem fer via internet, eh... què més? Els hi faig fer també presentacions orals, que són ells qui les treballen, però aleshores jo les qualifico, per tant, PowerPoint o el que sigui... Prezi o el que sigui. Què més? Vídeos, els hi faig fer vídeos per avaluar la... la pronúncia, perquè és complicat avaluar la pronunciació dels nens quan tens trenta nens a classe. Aleshores la manera de fer-ho és amb vídeos. Què més? No sé. És que hi ha tants recursos diferents... Treballs via Google... bueno, amb Google Sites, també faig alguna cosa amb Google Sites. No sé, molts.

V: I quin paper té la L1 dels... la llengua materna dels alumnes a les teves lliçons?

L: Com he dit abans, com la meva... el meu estil de... d'ensenyar és més aviat proper, jo el que prefereixo és que cap nen se'm perdi. Aleshores, puc estar fent la classe completament en anglès, fer l'explicació completament en anglès i, quan algú es perd, o veus perfectament que no s'han enterat... fer l'explicació de nou en català o en castellà, perquè aquí a l'escola és bastant castellà, més que no català. I si mai se'm demana alguna traducció, la faig, evidentment. La qüestió és que no se'm perdi el nano, perquè trobo que si... si estàs fent la classe i parles per les parets doncs no... no guanyes res. Els que t'agafen, t'agafaran bé ràpid, però els que no es perden i... i no. Que sempre poden entre els companys, de fet el que fan és això, no? I aleshores... home, poden recórrer als companys. És veritat, quan hi ha un treball en grup i els hi fas treballar alguna cosa, i hi ha algú que és més fluix, a aquella persona el més probable és que els companys no li parlin en català o caste... ai, en anglès. Li parlen en castellà o català. Per tant, per què no? Sí, sí, jo... No... a veure, no és *a hundred percent*, no? Però que sí que... un vint per cent per salvar sí que hi és. I tant, i tant.

V: Perfecte. Passem ara a parlar de l'ensenyament de la gramàtica. I et pregunto, com d'important creus que és la gramàtica dins del procés d'ensenyament-aprenentatge de l'anglès?

L: És que depèn del nano. A mi m'agrada fer gramàtica comparativa. I aleshores el... si el nen té assolit la base en la seva llengua materna, explicar-ho en anglès els hi va... aplicar

la gramàtica tal qual, no? Ho sabran perfectament perquè saben què és en la seva pròpia llengua. Però moltes vegades em trobo que no necessàriament el problema és l'anglès, sinó que no tenen ben assolits certs conceptes en qualsevol llengua. I aleshores, parlant coses simples, eh? Un adjectiu. A vegades no saben diferenciar què és un adjectiu. Però com és possible que hagis arribat a un quart de l'ESO, un tercer de l'ESO sense saber un adjectiu? Llavors és aquest... aquesta la pauta o la... la... el que els hi falla als nens a l'hora d'aprendre. Llavors, per mi és important apren... ensenyar gramàtica? Sí, però més aviat aquest tipus de gramàtica que comparo amb altres... amb altres llengües, no? Perquè facin la reflexió, no? I... i és més aviat per després poder produir, que la part de producció és la més difícil, eh? I llavors és quan fas les frases i et falten... que no saps fer.. no saps fer una frase, no saps ordenar una frase, perquè sintàcticament no saps fer una frase en anglès, si no saps l'ordre no pots fer res, no? Clar. Llavors, gramàtica com a tal? Clar, tu pots començar amb tots els temps verbals, però si després no saben estructurar-te una frase, no est serveix de res, no? I llavors s'ha de treballar tot barrejat realment, no? L'explicació gramatical està bé. Jo sempre... jo sóc molt programàtica, eh? Jo... a mi m'agrada... m'agrada donar classes de gramàtica. M'ho passo bé explicant la gramàtica. Hi ha professors que són... que no expliquen tant la gramàtica a classe. Jo sí que l'explico. Però bueno, també amb aquest punt de comparació, eh? També va bé.

V: I quin creus que creus que és el... el benefici més gran d'ensenyar gramàtica, o d'aprendre la gramàtica d'una llengua addicional?

L: Canviar l'estructura mental que tens de la llengua. No és el mateix el català i el castellà que l'anglès, és totalment diferent, tot i que un cop has assimilat la seva estructura mare, després tot flueix. És aquest... el canvi de clic que han de fer els nens és el comprendre que estem treballant una llengua completament diferent, i l'entendre la gramàtica els ajuda precisament a fer aquest canvi de clic.

V: I m'has comentat abans que t'agrada ensenyar de forma comparativa. Hi ha alguna forma que no t'agradi d'ensenyar-ho o que utilitzessis abans i ara amb el temps hagis canviat?

L: De gramàtica? Bé, home, abans potser era una mica més... jo explicant-ho tot, no? I ara faig algunes vegades que entre ells s'expliquin la gramàtica o s'expliquin el què està passant i que vegin ells mateixos, però no he canviat gaire, la veritat, en aquests anys. La docència no... No, no he canviat massa.

V: I a l'hora de presentar un nou contingut, com... com ho duries a terme? Com... com presentaries un...

L: (Not understandable)... Ara començo amb els *Reported speech*, per exemple. Aleshores els hi... jo... jo utilitzo bastant la pissarra i aleshores explico la gra... amb exemplificacions. I a partir d'aquí... explico la gramàtica. Puc utilitzar un PowerPoint o fins i tot l'aplicació que tenim del llibre, que tenim... ja surt una, però a vegades són bastant ximpletes i no... les del llibre, eh? I no les utilitzo. Però m'agrada molt utilitzar exemples i pissarra, pissarra, pissarra. I interactuar amb els nens, no? Perquè... en el sentit que si jo faig una classe magistral i estic fent l'explicació gramatical i introdueixo un nou ítem a la pissarra, sempre faltarà que ells ho entenguin. Per tant, pregunto i... aleshores, a partir d'aquí ho faig.

V: I comentaves el tema del llibre. Quin... quin paper, quin pes té aquest llibre dins de la lliçó?

L: Home, em serveix de base per fer les unitats, evidentment. I com he de seguir un currículum, perquè això està per llei, a mi em serveix de guia. Directament, si no tingués... Sempre fas de més i de menys, no? Està clar que si ells no treballen pel seu compte, no fem res. I moltes vegades, tot i que em poso a corregir jo a la pissarra, hi ha molts que només copien els resultats. Per tant, no m'interessa. Llavors, el tema *workbook* sí, perquè veig qui ho ha fet i qui no. Aleshores, evidentment... Em sembla que és el pitjor lloc de l'escola ara mateix (refering to the constant drilling noise in the background). Ara no sé què t'estava dient.

V: Sí, el tema... això del *workbook.*

L: Ah, del *workbook.* El *workbook* pots veure si algú ho ha fet i veus si està copiant els exercicis, doncs, evidentment, hi ha qui no intenta fer la feina i... i aquí veus que no avança, aquella persona no avança. El *student's book* el treballo... bueno, agafo el que m'interessa. No, no li sé donar percentatges, però en part és la guia per seguir el currículum, no? I el temari que s'ha de fer, vale? I a classe doncs m'ajusto a les necessitats del moment.

V: I el llibre l'has pogut escollir o te l'han donat?

L: Hem pogut escollir.

V: I en base a què s'escull aquest llibre?

L: A veure, en un principi ens donaven un llibre que estava fixe per l'escola, degut a que l'escola treballa amb una editorial en concret, sí? Sempre han vingut aquí a l'escola a proposar-nos diferents materials. Sí que vénen es diferents editorials i ens proposen els llibres que tenen, no? I... temps enrere ja s'havia treballat amb Oxford, que és amb qui treballem ara, més aviat pels... pels llibres d'estiu. Els llibres d'estiu sempre els que recomanem són Oxford, val? I abans que jo estigués a l'escola treballant-hi, alguna connexió havia treballat amb Oxford. Tot i que ens vénen a proposar diferents opcions, la que vam escollir, però consensuat entre el departament d'anglès, va ser la que estem utilitzant perquè era molt més... intuïtiva de treballar, molt més... donaven molt material per poder fer extra, que pots treballar a més a més, pots anar cap a l'alça, cap a la baixa i pots adaptar. Tot i que hi ha material que realment fa molts anys que és el mateix, perquè ho sé, teníem material antic i... Realment és una editorial que s'esforça en estar actualitzat. I... però bàsicament era per la intuitivitat del material en sí, no? Perquè de propostes n'hi ha de tota mena, eh? Tenim... Amb Pearson jo vaig fer un curs amb l'escola, que el van fer fora, i sempre estan enviant coses i realment tot és interessant, no? Perquè tot és interessant. Però m'agrada la manera de fer d'aquesta editorial.

V: I a l'hora d'explicar alguna cosa de gramàtica, creus que serveix més començar amb una regla i després veure exemples o no pas del revés, amb exemples i després que ells intentin formular una cosa més general, una regla?

L: És que ho faig de totes menes. Abans t'he dit que a vegades els he fet fer a ells que treballin la gramàtica i ho faig així. Els hi faig mirar en el llibre, o que ells vegin en el llibre on està allò que estem treballant, i després m'ho expliques. Què serveix més? Depèn del nen. És que, no et sé... no et sé dir què és el que funciona. Jo crec que no hi ha una fórmula màgica. Hem d'anar fent tastets perquè tot funcioni, no? Llavors, a alguns els hi adaptes... ho agafen millor d'una manera i altres d'una altra.

V: I fins a quin punt creus que és important utilitzar la terminologia de la gramàtica a classe? Utilitzar paraules específiques de gramàtica, com per exemple parlaves dels adjectius, de subjectes...

L: Jo crec que... mira, ara estàvem fer els *subject / object qüestions* i és que em trobo amb el problema que no saben què és un objecte directe o un objecte indirecte. Llavors, sí que

s'ha d'explicar. Ara, que després ells ho reconeguin sense que se sàpiguen... Jo no els hi demano després el nom, és evident. El que sí que els hi dic és què hi ha a cada ítem o cada cosa què és, no? A veure, les categories te les has d'aprendre, jo crec que sí. Han de saber-se-les... han de saber què és un adjectiu, què és un adverbi. Però pel que et deia, també s'ho han de saber en català i s'ho han de saber en castellà i no se les saben, no? Llavors, clar, a vegades no saben utilitzar-ho perquè no saben què estan parlant... de què estan parlant. És molt més fàcil quan tu dius: 'això és un verb base, no? L'arrel és aquesta'. I a partir d'aquí tu li pots afegir un... no sé, un adjectiu, i després li poses una 'l' i una 'y' i tens un adverbi. Vale, doncs és molt més fàcil saber-ho això i pots fer derivació, i ho entens millor. No sé, jo trobo que sí.

V: I a l'hora de fer la pràctica, quins tipus d'exercicis, o projectes, o els agrupaments, com t'agrada dur-ho a terme, aquesta pràctica?

L: La pràctica de la gramàtica? Normalment utilitzo el llibre. I alguna vegada els hi faig fer exercicis extraordinaris, els hi dono un fotocòpia. Que ho facin individual, de cara a que... així, d'aquesta manera... si és fotocòpia, m'ho donen, ho corregeixo i així sé si ho han entès o no ho han entès, eh? Perquè de manera grupal, ja és més difícil. Quan fas exercicis en grup costa més veure qui realment ha assolit el... el tema.

V: I quins factors creus que poden fer que la pràctica de la gramàtica sigui efectiva? Hi ha algun tipus de factor extern o intern que pot fer que aquesta pràctica sigui més o menys efectiva, o que puguin millorar?

L: Home, si el factor extern... bueno, intern és com estan aquell dia. Horaris, segur. Segons l'hora de classe que tens amb els nens, els nens estan més per la feina i per entendre que no. Jo diria que els matins és bona hora per estudiar gramàtica. Per la tarda millor una lectura, que anirem més... més piano, piano, no? Les hores és important, eh? I... després, doncs, a veure... que a l'hora de fer l'explicació estiguin atents, això és important. Després, la pràctica la poden fer... que hi hagi un soroll és igual, però... com a element intern serien bàsicament les ganes d'aprendre que tinguin els nanos a aquella hora.

V: I hi ha algun tipus de pràctica, alguna metodologia, que t'agradaria provar i encara no has provat?

L: Probablement. Però ara no sé, no se m'acut. Probablement, eh? (Not understandable)... metodologia que no la sé. I ara no se m'acut què podríem fer.

V: I pel que fa a la correcció d'errors, com d'important consideres que és la correcció d'errors en el procés d'aprenentatge?

L: A veure, jo en el tema dels escrits, no? Quan és gramàtica pura i dura, sí que és important perquè jo... el que tinc molt clar és que la repetició és la base de l'aprenentatge. Si un nen no s'entera perquè ha fet la feina de classe, l'ha fet malament i li dono la feina corregida, la feina d'ell hauria de ser refer un altre cop o intentar fer un altre cop la feina ben feta, no? I a base de repetir, acaben entenent el que... el que ha fet malament. Si tu els has corregit, tenen la base per... poden corregir el que... tornar a corregir ells mateixos. De fet, jo crec que és la metodologia que vaig agafar jo. D'anar corregi... de fer els exercicis i després els esborrava i els tornava a fer, no? I, per què? Hi havia un interès, no? Torno a repetir, que això tot depèn de l'interès del crio, no? I després, en els escrits, si tens un *writing* i els hi dones tot corregit, corregit, aleshores no saben realment què és el que han fet malament. I aleshores, la importància del *feedback* és clau aquí, no? Aleshores jo els hi puc dir: ' et falta un article'. Per tant és important saber que et falta un article i què és un article. 'I et falta aquest adjectiu, això és un adjectiu, i als adjectius què els hi passa? Que poden estar en plural, etcètera, etcètera'. Per tant, tornant a la pregunta anterior, és important que se sàpiguen els nomenclàtors de les coses. Sí, sí.

V: I pel que fa a la pràctica oral, quan estan parlant, creus que s'ha de corregir també?

L: Al moment no.

V: No s'hauria de fer?

L: No els hi corregeixo al moment. Igual que quan estan llegint, després els hi dic. Els hi dic, els hi dic a posteriori, no? Però... o quan estan fent una exposició oral, a veure no pots interrompre un nen que està intentant fer una exposició oral i 'no, això no es diu així'. Llavors ja l'has perdut, s'ha perdut ell i l'has perdut tu. Aleshores, sí que s'han d'anar marcant, sí que s'ha de... l'expressió oral s'ha d'anar... A què et refereixes, a la pronúncia o a... a tot, a tot en general? A tot en general, no? Home, si són faltes gramaticals, sempre les dic després, eh? De fet, quan fan exposicions sempre estic apuntant, i el que apunto són les errades, val? Si en fan moltes, si no en fa, etcètera, etcètera, si llegeixen. Són diferents ítems que tinc en compte, no? I aleshores, si és una

errada gramatical, l'apunto. I després jo en el *feedback* que els hi faig, els hi dic: 't'has equivocat aquí, ves al tanto amb això...'. I, en quant a pronúncia, ho marco a classe en general, no? Llavors, quan acaben l'exposició ho comunico a tothom, no? Perquè són errades que les fan tots, no? O són majoritàriament errades comunes. I aleshores, és important que tothom tingui clar què és... que ho han de fer bé i què és el que no han de fer. Llavors ho dic en general. Però no en el moment, no l'interrompo, eh? No m'agrada interrompre.

V: Doncs finalitzaríem aquí amb l'entrevista. Moltes gràcies.

L: De res.

Annex 4 – Interview with Marta

Víctor: So, we are going to get started, okay? And the first question would be: how long have been teaching English?

Marta: Okay, I have been teaching English for like 10 years now.

V: Okay, and how would you define your teaching style?

M: Wow, that's complicated. I think I have an eclectic teaching style. I mean, I try to use different strategies and methods. I never use only one. So It's like a (not understandable) teaching method, I would say, yes? I don't know. I think the most important thing is that students speak first, then they read, then they learn how to write. But if they don't speak, they won't write well and they won't read. So, I think the most important is speaking, actually. I will always start with the oral thing, and then I'll go to the rest of the skills.

V: And what methods and resources do you use in class normally?

M: Okay… Now, we work a lot for projects here in this school and… I… try to bring in, as I said, TPR. Then PB… Project-Based Learning, yes… or Task-Based Learning, because we always have a task to solve at the end of all the units. If we work for units, or if we work for projects, the same, we have a final task or a final product that students have to expose. There is always oral… implied… oral language implied. So the oral… the final task is always related to a final… to a communicative task. This is what we

49

usually do in this school at least. At other schools we had a final task, but there was no project. So, it depends, each school has its own styles and methods and educational projects, so… Considering this point, that each school works differently, I try to adapt my teaching style to the school also, to the educational project, but also to my own beliefs.

V: So there are no exams at the end of the unit?

M: Well, there are exams at the end unit, yeah. But not at the end of the unit, but at the end of the term.

V: Okay.

M: So I would also think like a final test. So, there is a final product, but there is also a final test. Because I… when it's a final product, you just see how they work in group and… you know that they cooperate, and some of them don't do anything. But, when you have to… evaluate each of them, so it's good to have another source of information, not only projects and not only product… a final product, okay? So, for that reason I need some more information. And I do tests, I do tests, yes. I know it's not popular doing tests, but I do that, yeah. But, it's based on what they learn, so I don't do that on something that has nothing to do with the topics they worked on, okay?

V: And what role does the L1 of the students play in your lessons?

M: They have a very active role, participative role. And they… they usually choose their projects. And if they don't choose the project, they choose how they want to do it and with who. I mean, they choose their groups and… they usually work investigating things, doing research. And then, getting to the final product, but I also give them a guide. I don't let them alone. So I mean, if I tell them: 'Okay, we are going to make a research on animals', I always use to… at the beginning, to explain to them what we are going to work for, so I give them a storyline and… a timeline, sorry… and then I also give them the criteria I am going to assess their learning. So, I say: 'Okay, we are going to a final exposition, I am going to look at this things: pronunciation, content, how do you make eye contact, how do you speak, how do you engage your audience'. So I explain that to them, okay? But I usually work on that.

V: And what about their mother… their mother tongue? Is it included in… in the lesson?

M: They use it a lot. Yes, of course. They use it, they use it. I don't agree on a fact that's 'okay, you have to tell them "okay, only English"', because then they don't speak at all. So, if you say 'only English', they don't speak at all. But they know that, at the end, they have to speak in English, they have… So, when we are making questions, for instance. They know that they have to say them… to tell them in English. But when they have a project, they are working on a project, I mean, I don't tell them 'only in English' because it is impossible. Imagine you and me, working on a project. We will use our mother tongue, and in the end when we have to really expose this product, you do it in English. But you prepare, okay? You plan, you prepare and everything. But it is good, because in the end you get the structures.

V: Okay, perfect. And, as for the grammar instruction, how important do you consider grammar in the teaching and learning of English?

M: I don't see it important, actually. And for that reason, I don't really stress my students with grammar, okay? I consider most important thing is learning the functions of the language, like 'how do I have to say when I have to go to the toilet?', or 'what do I have to say when I need something?', or… 'how do I explain what things are there in the city?'. So, if they know that 'there is' is for singular and 'there are' is for plural and then they use it. I don't say: 'there is is… this is grammar'. No, I don't say that. I try to integrate grammar into the content, yes? So, for me grammar is not important. I didn't learn a language using grammar. I didn't learn… I've never learnt any language using grammar. I learn languages by speaking. So I really consider important speak… that students get confidence with… in speaking, and then they will get confidence with… in the other skills. So, if they speak first, and they get this confidence, 'oh, I can express myself basically in English', then they are going to trust themselves using the language and then, they are going to really go deeper into that. And they are really going to be motivated to learn more. Because they know they can defend themselves using the language. Otherwise, they won't.

V: And do you think this consideration also depends on the age of the students? Or would you say the same for all the students, like… secondary?

M: Yes, I would say the same for all the students, yeah. Secondary the same. I do believe in this. I mean, I think that the teachers need to make students speak. When they speak and they gain this confidence that they can speak, they will learn grammar. Because they

know that grammar will help them learn to speak better… They will learn, they will be motivated to learn grammar just because they will speak better, not the other way round: 'I'm gonna learn grammar first and then I will speak better'. I think it's the other way round, okay?

V: And what material do you use in class?

M: Okay. My own material, or material that I find on the Internet. We don't have books. So, imagine how difficult can be that at times. You have to really decide… look at the curriculum and really decide which content is going to be useful to them. I mean, 'what do I have to teach them?'. So, it's like selecting your own material in terms of 'what is the most important thing they have to know at the end of the primary school?'. Yes? So, like oral presentations, descriptions of people, descriptions of cities, knowing how to describe a game… and we also do "ambients" in English. Here you have some of the materials they use. So, you can see that all around, there are materials that they use in English. But, it is my own material I usually use. So, things that I consider important or I consider essential for them to learn. But I have to select everything. And at times I do make mistakes. I mean, everybody does. I mean that there are moments in which I realise, or I say 'okay, this material is not good enough or it's too high for their level', or the other way round. 'It's too low'. And it's difficult because I don't follow a book, I don't have a guide. For that reason, I think it's even more challenging for the teacher to know in which moment students are and what do they need. But I don't mean we need to work with books either. I think the book is a guide, but you shouldn't just focus on that, you know. Because working with… for projects… I think it's impossible to work with a book and projects… It's a little crazy somehow.

V: What about new technologies, are they integrated in your lessons?

M: Yeah, always. I mean, I usually… I am lucky because, comparing with other schools, I think we have enough computers and laptops, and everything… Then, I can do lots of things where I can integrate that new technologies, like… I don't know, Padlet or eTwinning projects, or… eTwinning project are really cool for students, they are really motivated. Then… I also can use this tool… oh my god, I don't know now… Class Dojo, you know? Where you can make groups really quick… random groups. And then… there is another that students love but I don't have it now in my head. It's like a quiz, but it's not Quizizz…

V: Kahoot, maybe?

M: No.

V: Socrative?

M: No, no, no. Well, I will tell you in another moment, because I don't get it. You know, I have a lapsus.

V: Okay. And… so, you wouldn't like… You commented you don't like to explain grammar explicitly, so…

M: What I do, point out things. I mean, I don't explain it like 'Okay, this is grammar'. But I do sometimes explain: 'we need this to explain the other, you need to know this and you need to study this'. I do this. But, I don't explain like… a boring class of explaining grammar. No, I don't do that. I try to… I show grammar points, but then I make them used. I use grammar points for something, no? Something communicative. If we express something with this grammar, it's not like: 'Let's do some grammar'.

V: And what's your position on using grammar terminology? Like metalanguage…

M: What do you mean by that? Like explaining what it is useful for, 'present continuous is useful for…'?

V: Yes, for example, naming the name of the tenses…

M: I don't do it. Well, I do it but I say: 'It's not important, don't focus on that, focus on the language'. So I say: 'this is present simple, this is past simple, this is future', and then I make like a… 'okay, this is past, it means it's before… this is present, now, and future, tomorrow' and so on. I explain these things, but I don't tell them: 'focus on the present tense, focus on the past simple, focus on the…', no, 'focus on yesterday, now and tomorrow. And then we are going to use these verbs, this structure of verbs to explain things about today, explain things about yesterday and about tomorrow'. So, just tell them to look at the structure, like the *–ed* thing and irregular verbs, and everything. I explain them like this.

V: And you commented you like to use projects, in order for them to practise the language.

M: Yes.

V: What factors, either internal or external, do you think can make this practice more effective?

M: Well, first of all, the school has to be pro-projects. I mean, if the school is against project methodology, then it's really difficult to do something like that, okay? So this helps in my case. And then… I think projects have to be... still projects, but directed, because you can't let them make a research on a city. No, you have to give them what… the points they have to research. Choose a city. This is free… freedom to choose, but then I tell them: 'okay, what information do you think is important to look for?'. And then they tell me the important information, I pass into English what they said in Catalan. And then we take the computers, and then we look for this important points they told me. Or we agree, together we feature on which points we are going to focus. Because otherwise is like, everyone will say different things, nonsense, and they don't really use simple structures, because they copy. So, I don't want them to copy, I want them to think. And for that reason, I must give them a guide and my… we have to do sentences… simple sentences, because they… as Latin learners, they are used to do long sentences. And commas, lots of commas. And I tell them: 'no, in English we have to be very, very specific, and we have a subject, a verb…'. So, I don't focus on that when I explain how to write, you know? I don't focus on the structure of the sentence… I teach grammar in context.

V: And is there any kind of practice, methodology that you would like to try, but you've never tried before… but you would be willing to try?

M: Actually, no, I think I have tried everything. (Laughs) I tried CLIL, I tried everything. Everything that is new now, I think I've tried. I tried eTwinnings… Erasmus! Maybe I need an Erasmus Project. It's the only thing I miss. I didn't do any Erasmus. So this would be like… the next level, Erasmus, and see how it works, and see to handle that. And, yeah… only Erasmus.

V: And how has your experience with CLIL been?

M: I think it's a really cool… I think all my classes are a bit CLIL. I think you use new technology for everything, actually. I think when you teach a language, you don't teach a language, you teach content in that language, you know? I mean, think of a topic, I don't

know, clothes. But then, you put everything into context. We talk about: 'okay, if we are in winter, let's talk about winter clothes'. So, when you teach something, you teach content first, especially in English. You teach vocabulary, then you teach… no? You look at your clothes, then you explain what are you wearing, you do a fashion week, if you want, no? So, actually, I think we still... for everything. In English, at least. But, well, when you do the project, in Catalan and Spanish as well.

V: Okay, now talking about error correction. How important do you consider correction in the learning process?

M: Okay, I think it's important, but I wouldn't focus on the error correction. I would focus more on the… on how do you write, not on the error correction. Because I think it's more important for them to write with a good structure… to understand that the English language has a subject, verb and complements, and that's all… and then they put a dot, and start again… And then… the text has coherence and is adequate to the topic… I think it's more important than correcting all the errors. Because, if they first achieve that, then you can focus on ortography. But, if they are not able to write a single sentence, with a good structure… with a correct structure, they won't be able to write. And the important thing here, in learning a language is writing first. Then, you focus on the error… ortography error or whatever kind, right? But, yeah, I think the most important thing is the language structure. They understand that the language has to be easy. I don't have to complicate my life when I explain something, I just have to make it clear, right? And I think this is very difficult for our students… in general. But, error correction… when we have to correct, they know what they have to correct, because if they work in cooperative groups, they correct each other and they make their reflection, one to another. It's just really cool, because this is the moment when they… they talk about language, you know? They really talk about language. It's not that I correct them, they correct themselves. And they say: 'oh! You know, this is like this…'. And when they work in group, it's the same, because, when they write something… The other day when they were writing the school trip adventure, they were like… writing in groups, and I said: 'Everybody has to write the sentence', no? And they… they were together and said: 'no, this swimming, you write it with double *m*'. So, they really co-correct, they are used to that, which is really cool. Because I try to… to make them work like that, to co-correct and to think on the things they can help each other, no? And that 'I correct, I am the teacher, I am the most important

here', no. They are important. They know how to correct themselves, I am not the only one who can correct.

V: Okay. And do you think errors in flu… in oral fluency work should be corrected? When they are speaking?

M: No, I don't think that should be corrected. Well, that depends on what's your point, actually. But oral fluency shouldn't be corrected, because this would only make students feel… ashamed. Or feel not good enough, when they speak. What you have to do is just let them speak and when you have to make a… practice or something, then, it's different. Then you can correct, because you practise something very, very specific.

V: Okay, so that would be it. Thank you very much.

M: Perfect, so we are on time, right?

Annex 5 – Interview with Raquel

Víctor: Bon dia.

Raquel: Bon dia.

V: Comencem… El primer que et volia preguntar és quant fa que ensenyes anglès?

R: A veure, pel que fa al Departament, fa catorze cursos, que això deu ser uns tretze anys, aproximadament, que ensenyo anglès. Però quan estudiava la carrera, ja ensenyava anglès en una acadèmia així... d'extraescolars. O sigui que, jo crec que en total, uns disset, divuit anys... ensenyant anglès.

V: Com definiries el teu estil d'ensenyament?

R: Bueno, com tot és una evolució, no? Llavors, sí que comences amb un estil més clàssic, més regularitzat, a través de llibres de text i l'*Activity Book*, i tot això, no? Però després, mica en mica, segons vas agafant confiança i aprenent altres maneres de d'ensenyar, doncs, aparques els llibres de text i comences a treballar d'una manera més activa, més involucrant l'infant, més innovadora.

V: Llavors, creus que la pràctica pot canviar una mica la... el teu punt de vista sobre l'ensenyament?

R: Exacte. I l'aprenentatge.

V: I quins mètodes i recursos utilitzes a classe?

R: De tot. Pel que fa a la metodologia... intentem treballar a través de centres d'interès, que moltes sorgeixen de l'infant, però d'altres vegades sorgeix del treball de continguts que s'ha de fer a l'aula. Intentem adaptar-nos als projectes que hi ha a l'aula, a l'aula-tutoria i recolzar-los des de la vessant anglesa i, pel que fa als ambients, utilitzem la metodologia dels ambients. I pel que fa als recursos, tots els recursos que tenim a l'abast. Des de llibres de text per agafar idees i alguna cosa, perquè no és que estigui en contra dels llibres de text cent per cent, sinó que.. bueno, pot ser un recurs més a utilitzar... fins a l'eina tan meravellosa que tenim els mestres d'anglès que es diu Google, i diferents pàgines. A més a més de materials creats per l'equip de mestres d'*English* de l'escola. I... tots els recursos que tenim a l'abast. Recursos TIC... tot el que se't pugui acudir.

V: I quin paper té la llengua materna, o les llengües maternes dels alumnes a les teves lliçons.

R: És a dir, com...

V: Com s'integrarien o si tindrien cap presència a la lliçó d'anglès.

R: Clar, evidentment, els nens no estan immersos en la llengua anglesa. Per tant, és recorrent que els alumnes parlin en les seves llengües maternes durant l'estona de l'aula d'*English*, però és per manca d'immersió. Tot i així, quan s'adrecen cap al mestre sí que... evidentment a Petits no, però com més avances, no? Quan més gran sigui l'alumne... sí que s'adreça ja en llengua anglesa.

V: I com d'important consideres que és la gramàtica en el procés d'ensenyament-aprenentatge de l'anglès?

R: Doncs és com tot. És una part bàsica del currículum que s'ha de treballar, en petites dosis, amb una gràcia que li pugui posar el mestre... però la gramàtica s'ha de treballar, també. I, vull dir, no cal que acabin l'etapa de la primària aprenent tots els temps verbals i etcètera, però sí que considero que han de tenir una petita iniciació a la gramàtica.

V: I quins beneficis creus que té aprendre la gramàtica pels alumnes?

R: Sobretot pel que fa a l'estructuració de frases, tant a nivell oral com escrit.

V: I com t'agrada ensenyar aquesta àrea, la gramàtica... com t'agrada ensenyar-la.

R: Bueno, a vegades es fa difícil ensenyar-la d'una manera innovadora, però sí que és cert que hi ha moltes metodologies i molts materials que t'ajuden a poder-les... a poder treballar la gramàtica d'una manera més atractiva i que enganxi als nens, com per exemple, les capses gramaticals Montessori.

V: Hi ha alguna manera que no t'agradi, d'ensenyar gramàtica?

R: Home, clar, quan és fixes i fixes... i el *machaque*.

V: Com presentes els nous continguts als alumnes?

R: Bueno, d'una manera natural, manipulativa, en petit grup... perquè si agafes un petit grup treballant un contingut nou, doncs assegura... una mica més assegurat que realment el puguin entendre o iniciar-se en aquest. Mentre els altres fan altres activitats que ja coneixen.

V: I has comentat que utilitzaves el llibre com a referència o...

R: No, com un recurs més.

V: O com un recurs...

R: De fet, aquí a l'escola no tenim llibres de text. Però podria arribar a ser un recurs més si en tinguéssim algun.

V: I es tractaria d'un llibre en concret o diversos?

R: No, normalment això a llengües no passa perquè no tenim llibres de text, però en l'aula-tutoria sí que tenim llibres de text, de consulta, de poder extreure alguna activitat o agafar idees.

V: Creus que és important ensenyar gramàtica de forma explícita a classe? Explicar que això és gramàtica i això és una estructura...

R: Sí, l'alumne ha de ser conscient del què està treballant en aquest moment.

V: I creus que és important utilitzar terminologia a classe?

R: Sí, si estàs treballant gramàtica, has de fer conscient a l'alumne que allò és una part de la llengua anglesa que... que treballar la part de gramàtica, igual que si fas un *listening*, no? Doncs, 'Ara farem un *listening*, és una audició, heu d'estar en silenci, heu de poder escoltar, heu de respectar els companys, ho passarem tantes vegades', o quan fas un *writing*. Vull dir, facis el que facis del currículum, el nen ha de ser conscient, però és la manera també d'involucrar-lo en l'aprenentatge.

V: I quina creus que és generalment la resposta dels alumnes vers la gramàtica? Quan han de fer gramàtica, quina creus que és, a mode general, la resposta?

R: Bueno, clar, com que presentes la gramàtica d'una manera més alternativa, innovadora i tal... clar, la resposta dels nens és predisposició a treballar-la, perquè fins i tot ho poden trobar divertit. No com per llençar coets, però...és una part més que han de treballar. No mostren reticències.

V: I a l'hora de practicar els nous continguts, quin tipus de pràctiques, quin tipus d'exercicis, projectes, agrupaments t'agradaria utilitzar... t'agrada utilitzar?

R: Normalment, les classes... intento no fer-les que tots treballem alhora tot, perquè... a vegades sí que passa, eh? Sobretot a la comunitat de grans. Però la idea és treballar amb un petit grup, reforçant el contingut X que s'hagi de treballar, com ara jo què sé, un *role play*, no? Una activitat d'expressió oral, mentre els altres fan activitats que ja coneixen, que ja saben treballar. Com si fossin petits racons. En el moment que fem projecte, l'activitat va relacionada amb els projectes que s'enceten a l'aula. Així doncs... bueno, potser aquestes, les de projecte, acabem fent-les tots junts, a grans. A mitjans seria una altra història això, eh?

V: I quins factors, tant externs com interns, creus que afecten a que la pràctica de la gramàtica sigui més o menys efectiva?

R: A veure, factors interns que afecten que la gramàtica sigui efectiva...

V: Tant interns com externs. Quins factors creus que poden condicionar que la pràctica sigui més o menys efectiva?

R: Jo crec que tot passa per intentar millorar la comunicació. Per tant, clar, com més immersió tenen els infants, més habilitats comunicatives adquireixen, no? I, clar, depèn molt de l'infant, de l'entorn, de la predisposició de l'escola, no? De l'empoderament de la llengua anglesa per part de l'escola o no... Jo crec que més o menys és això. I la destresa del mestre, clar.

V: Hi ha algun tipus de pràctica, metodologia que t'agradaria provar i encara no has provat?

R: Sí, suposo que sí, clar. És qüestió d'investigar, estudiar i posar-s'hi. En concret ara mateix no et sabria dir cap, però segur que sí.

V: I pel que fa a la correcció d'errors, com d'important consideres que és la correcció d'errors en el procés d'aprenentatge?

R: És important que sàpiguen escriure bé en llengua anglesa, o sàpiguen expressar-se bé en llengua anglesa. Per tant, hi ha d'haver una correcció. A l'extrem fil per randa i tot en vermell si fos el cas escrit, no, però sí que paulatinament s'han de poder gestionar per millorar l'aprenentatge dels infants.

V: I pel que fa als errors comesos durant la pràctica oral, creus que s'han de corregir?

R: No s'han de corregir, però s'han de redireccionar. Intentar doncs quan acabi dir: 'mira, això que has dit, intenta el proper dia... es diu així'. Fins i tot a vegades és com automàtic, no? 'The ... is blau' 'blue', saps?

V: Doncs ja estaríem. Gràcies.

R: Moltes gràcies.

Annex 6 – Observation grid

Classroom Observation Form

Instructor: _____   Course _____

Observer: _____   Date and Time _____

Use criteria that apply to format of course observed.

Review Section	Description/Comments
1. **EXPLICITNESS** (teaches grammar in an explicit way; grammar is a separate section; dedicates time to explain grammar rules)	
2. **USE OF METALANGUAGE** (uses grammar terminology in class to introduce/review the concepts)	
3. **TEACHING METHODS** (uses relevant teaching methods; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, contextualised and appropriate; stays focused on and meets stated objectives; when presenting grammar, uses a deductive /inductive method; does not present the grammar)	

Review Section	Description/Comments
4. **TEACHING RESOURCES** (uses relevant aids, materials, techniques, and technology; follows / uses a book)	
5. **GRAMMAR PRACTICE** (uses drills/gap-fill exercises; oral fluency work; writing to practise / revise grammar	
6. **ERROR CORRECTION** (corrects students' errors in/after oral fluency work; provides detailed corrections in written tasks; reviews errors with the students)	
7. **USE OF L1** (Uses the L1 of the students; encourages the use of the L1 when necessary; plurilingual vs monolingual lesson)	
8. **OTHER OBSERVATIONS**	