

Treball de Fi de Màster

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**The Benefits of Using the L1 in the English as
an Additional Language Classroom for Grammar
Explanations in Catalan Secondary Schools**

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ABSTRACT — English

The aim of this Treball de Fi de Màster is to examine whether the use of the L1 is beneficial for the grammar explanations in the EAL class in Catalan Secondary Schools. To achieve this aim, this research has examined and defined the main aspects of plurilingualism, code-switching, cross-language transfer, translation and, the recurrent situation in the Catalan Secondary schools, where plurilingual students are taught in a monolingual approach.

Drawing from research on plurilingual language teaching, the CEFRL (2001, 13) claims that “languages and cultures are not kept in separate compartments in the brain, but they rather built up a communicative competence”. In the first part of this Treball de Fi de Màster, I will examine plurilingualism as a whole. Also, I will present the methodology, the contextualisation behind the study; the school and its participants and the instruments. In the second part, I will analyse the data collected and provide an answer to the research question by retrieving information from the instruments used. Finally, I will reach a conclusion which determines if the role of Catalan as an L1 is beneficial in the EAL class so that it contributes to the research field of plurilingualism.

Key words: plurilingualism, code-switching, cross-language transfer, translation, Secondary schools, Catalonia, Catalan, L1, English as an Additional Language (EAL), Integrated Plurilingual Approach (IPA).

ABSTRACT — Catalan

L'objectiu d'aquest Treball de Fi de Màster és examinar si l'ús de la L1 és beneficiat a l'hora d'explicar gramàtica a l'aula d'anglès com a llengua estrangera a les escoles de secundària catalanes. Per a obtenir aquesta resposta, en aquest treball s'ha examinat i definit els aspectes més importants de plurilingüisme, *code-switching*, *cross-language transfer*, traducció, així com la recurrent situació en escoles catalanes on, en l'aula de llengua estrangera, s'ensenya a estudiants plurilingües utilitzant mètodes i enfocant les instruccions de manera monolingüe.

Aprofundint en la investigació de l'ensenyament de llengües plurilingües, la CEFRL (2001, 13) afirma el següent: “les llengües i les cultures no es guarden en compartiments separats en el nostre cervell, al contrari, construeixen una competència lingüística”. En la primera part d'aquest treball, examino el plurilingüisme en general. També introdueixo el context darrere aquest estudi; l'escola i els participants. En la segona part, analitzo les dades recollides i presento una resposta a la pregunta de recerca amb l'ajuda de l'informació que proporcionen els instruments utilitzats. Finalment, arribaró a una conclusió que determina si la figura del català com a L1 en EAL és beneficiat i així contribueixi en el camp de recerca del plurilingüisme.

ABSTRACT — Spanish

El objetivo de este Trabajo de Fi de Máster es examinar si el uso de la L1 es beneficiat a la hora de explicar gramática en la clase de inglés como lengua extranjera en las escuelas de secundaria catalanas. Para obtener esta respuesta, en este trabajo se han examinado y definido los aspectos más importantes del plurilingüismo, *code-switching*, *cross-language transfer*, traducción, así como la situación recurrente en escuelas catalanas donde, en la clase de inglés como lengua extranjera, se enseña a los estudiantes plurilingües utilizando métodos y enfocando las instrucciones de manera monolingüe.

Profundizando en la investigación de la enseñanza de lenguas plurilingües, la CEFRL (2001, 13) afirma lo siguiente: “las lenguas y las culturas no se guardan en compartimentos distintos en nuestro cerebro, al contrario, construyen una competencia lingüística”. En la primera parte de este trabajo, examino el plurilingüismo en general. También introduzco el contexto detrás de este estudio; la escuela y los participantes. En la segunda parte, analizo los datos recogidos y proporciono una respuesta a la pregunta de investigación con la ayuda de la información proporcionada por los instrumentos utilizados. Finalmente, llego a una conclusión que determina si la figura del catalán como L1 en EAL es beneficiat y así contribuir en el campo de búsqueda del plurilingüismo.

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1. INTRODUCTION

The use of the students' L1 has been a matter of discussion in recent years. In the teaching of an additional language (henceforth, AL), it is assumed that the instructions ought to be carried out, almost to an exclusive extent, in the target language. Furthermore, some researchers support the idea that the use of the L1 in second language acquisition (SLA) should be completely avoided and that, in the foreign language (henceforth, FL) classroom use of the L1 inevitably cuts down on exposure to the L2 (Cook, 1991). The use of the students' first language is not thought out to be used as a resource in the process of acquisition of the additional language (henceforth, AL). In this paper, I discuss the benefits of using the students' L1, Catalan, in the English as an Additional Language (henceforth, EAL) classroom. The students participating in this research are native bilinguals speakers of both Catalan and Spanish and, study English as an AL. It is important to remark that Catalan has been chosen as the L1 in this study for in the geographical location where the study takes place, the language of instruction is, in fact, Catalan.

In this Treball de Fi de Màster, I discuss the theoretical background relevant to the research question: is the use of Catalan beneficial in the EAL classroom in Catalan schools? Furthermore, I analyse the data collected in the classroom through questionnaires designed specifically to support the ideas of this paper. For the analysis, I also take into consideration other instruments used in the research: an observation grid and a survey destined to Catalan-speaking teachers who teach EAL.

An assumption usually made in schools is that, additional languages ought to be taught using the target language only. Cummin (2008) states: "In the case of second and foreign language teaching it is assumed that instructions should be carried out, as far as possible, exclusively in the target language, without resorting to students' first language (L1)". This has been far from disclaimed by researchers on the field, claiming that "languages and cultures are not kept in separate compartments in the brain, but rather build up a communicative competence" (CEFR, 2001, p.4). This is why, AL teachers are encouraged to use the learners' L1 to help them acquire the AL.

The main goal the secondary education system should aim for is that both teachers and students go from using the AL only, to use the AL mainly. It is clear that Catalan schools have mainly a monolingual programme, and it has become imperative, especially for the sake of bilingual immersion and SLA, that these programmes should take into consideration the incorporation of plurilingual approaches to enhance the students' plurilingual competence.

This study will mainly focus on the grammar explanation in the class. I decided to examine this part of the class only because, from my experience both as a student of EAL and as a teacher of EAL, I believe grammar to be the most tedious and complex part students have to face when learning English. In addition, I think that by conducting this research in the grammar class it will be a big advantage information gathering-wise, as I assume many teachers might use Catalan to compare, exemplify or oppose to the English syntax.

In conclusion, in this contribution I will set the theoretical background by outlining the principal characteristics of plurilingualism. I will then analyse the data collected throughout the different instruments, in the hope that it will shed some light in the monolingual phenomenon (Wilson & González-Davies, 2016), and finally, I will reach a conclusion in hope that it contributes positively in the research of plurilingual students in monolingual environments.

2. HYPOTHESIS

In the global world that we live in, people need to create bridges to establish a connection between languages and cultures. The increase of immigration in Catalonia in the last decades, and pluricultural schools students attend is a weighting factor on how monolingual classes are no longer an option. The fact that we live in a plurilingual and pluricultural country has made it clear that a change needs to be made from the inside of the schools.

Students are not monolingual anymore, even in Catalonia most children speak at the very least, two languages on a daily basis. And with the increase of immigration, one can assume that a high percentage of these children also speak another language at home. The problem in schools is, to a certain extent, that educational institutions force teachers into teaching innovative methods such as Content and Language Integrated Learning¹ (CLIL), or the Integrated Plurilingual Approach (IPA), instead of taking the time to explain them the content and theories that underlie these approaches. Instructor then, face a hard time putting into practice innovative methods and approaches due to the lack of prior explanation of them.

The Catalan society is now a pluricultural and, plurilingual force that can only become bigger. Students are already multicompetent in different languages, so the main question lies within this thought: why is the EAL class still being focused as a monolingual classroom, when all of its participants — students and teachers, are plurilingual? Can a plurilingual approach when teaching English grammar be beneficial?

¹ CLIL is an AL-learning approach that seeks to instruct non-linguistics subjects in the students' AL.

3. OBJECTIVES

The objectives of this research work are the following:

1. Find out which of the skills in EAL students consider the most difficult.
2. Find out the students' perceptions on the use of Catalan as the L1 in EAL.
3. Observe three different grammar explanations in an English as an additional language session. One session will be conducted exclusively in Catalan, another exclusively in English and the last, using both languages.
4. Find out the students' perceptions after the grammar explanation on the use of Catalan in EAL.
5. Find out the EAL teachers' perception on the role of L1 in the class.
6. Analyse and compare the perceptions of the student participants depending on the level of English in the groups divided into: *Ampliació*, *Reforç* and *Bàsics*. Also, analyse the perceptions of the teacher participants.
7. Compare the results of the questionnaires in the three classes. Afterwards, the overall perception of the three classes.
8. Determine to what extent the use of the L1 is beneficial in EAL.

4. THEORETICAL BACKGROUND

1. PLURILINGUAL STUDENTS IN MONOLINGUAL ENVIRONMENTS

In Catalonia, the commitment to a multilingual educational model has a long tradition. (*El Model Lingüístic del Sistema Educatiu de Catalunya*, 2018; 11).

The situation in Catalonia currently focuses on teaching an additional language as a school subject, for state or semi-private secondary schools. Montserrat Montagut and Mònica Pereña (2018) from Departament d'Ensenyament de la Generalitat de Catalunya state the following: “La educación plurilingüe refuerza la capacidad del alumnado de poner en práctica de forma integrada los conocimientos adquiridos, las aptitudes y los rasgos de la personalidad que deberá permitirle resolver situaciones comunicativas diversas [...]”².

In addition, a research study conducted by Mercè Bernaus (et al., 2007) claims that “classrooms become multilingual and multicultural spaces as a result of the diversity of students who come from different parts of the world and bring with them their own linguistic and cultural backgrounds”. It is because of this, that the linguistic and cultural variety of the Catalan schools might bring students to develop not only a positive attitude towards learning new languages, but also it might raise awareness of different languages and cultures around the world.

Even though there are many researchers who support a plurilingual approach when it comes to AL teaching, “monolingual language learning contexts are still common, so that, instead of integrating languages and developing students’ plurilingual competence, students’ linguistic repertoires are not treated as one entity, but are divided according to languages they know”. (González-Davies & Wilson, 2016). Thus, the phenomenon in Catalan secondary schools is that even though students have their own language and cultural backgrounds, AL teaching is still treated as a single entity, with none of the languages from the class used as supportive tools in the language acquisition process.

Moreover, plurilingual students in Catalonia share their day-to-day life in multilingual and intercultural classes, cities, etc. Because of this, an approach on plurilingual education is imperative. The practice of said plurilingual approach on education ought to be based on a number of key concepts. Rather than considering each language the students might speak as a separate entity, in its

² Translation: “The plurilingual education reinforces the ability of students to put into practice the acquired knowledge, skills and personality traits that should enable them to solve diverse communicative situations [...]” Departament d'Ensenyament de la Generalitat de Catalunya (2018).

own compartment, a holistic view of languages in education is needed. A global approach to all the languages present in the learning environments: language of schooling, language spoken at home by students, and additional languages learnt in school. According to Bernaus (2019), “Common strategies and plural complementary approaches can result in more effective language learning”.

The CEFRL (2001:4) states the following: “Languages and cultures are not kept in strictly separated mental compartments, but rather build up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact”. This supports the idea of embracing the L1s of the students which will lead into future improvement of their linguistic and cultural competence. Having this in mind, it is not difficult to see that by using different languages as learning tools in the AL classroom, instructors are encouraging learners not only to become more linguistically competent, but also more tolerant and open-minded.

As previously mentioned, classrooms are a common space which students who speak different languages and have different cultural backgrounds share. As a consequence of the plurilingual and pluricultural situation in the class, the use of the students’ L1s in the FL classroom has been put in the spotlight. The role of the L1 in the classroom ought to be looked at as an effective tool when it comes to learning the AL. Moreover, fellow researchers claim that adapting the students’ L1 can have a positive effect on the learners’ acquisition following that “through the L1, they [students] may explain the task to each other, negotiate roles they are going to take, or check their understanding or production of the language against their peers” (Cook, 2001; 418).

The question of why plurilingual approaches have not yet been implemented in the day-to-day development of the class is still unclear. The counterarguments to these new approaches and methods to implement in the class have been far from disclaimed. At the same time, it seems that to have a monolingual approach in 21st Century schools is outdated and does not go with the open mentality of globalisation.

“It is paradoxical that the construction of plurilingual and pluricultural competence is in danger of being considered an ambitious, and even unrealistic or dangerous, objective, when in practically all contemporary communities experience of the pluralism of languages and cultures occurs very early and very widely” (Council of Europe, 2009, p.14).

In sum, it is safe to say that promoting plurilingual approaches in the educational institutions, contribute to social integration. Acknowledging and giving value to the languages and cultures of all the students in the classroom, help the integration of newcomers in school and society. By promoting plural approaches in the schools, we are encouraging students to be open-

minded, and respectful to different cultures, as well as more competent when it comes to intercultural competences. In turn, this can contribute to a more harmonious environment both in educational centres and in society. But, how can students learn through languages? How can natural languages approach the additional language?

2. PLURILINGUALISM & PLURILINGUAL APPROACHES

A didactic model has been developed to fulfil the purpose of teaching through languages: the Integrated Plurilingual Approach (IPA). This approach serves teachers to move from a non-integrated plurilingual programme to a scientific orienting basis for helping them to move, in an informed way, towards plurilingual education (Esteve, Fernández, Martín-Peris & Atienza, 2015). The main aim IPA looks for is to have students develop their plurilingual competence by following organised and clear instructions in the AL class.

According to the Language Policy Division by the Council of Europe (2009; v):

“Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the social actor may draw”.

In other words, the plurilingual competence can be defined as an individual’s ability to move between languages and to interact in different contexts. Furthermore, the plurilingual approach continues to gain support by those in favour of using the students’ L1 in informed ways (González-Davies & Wilson, 1, 2016).

The use of the target language (TL) exclusively in the acquisition of an AL has been put into perspective. As for some researches, the maximum exposure to the additional language is the perfect environment for language acquisition, and the use of the L1 might decrease considerably the time of exposure of the foreign language (Cook, 1991). The exclusion of the L1 in the AL class is unattainable, and its use should be considered as a great tool in order to facilitate the students’ acquisition of the AL. Even though these claims are true to the learning of an additional language, one can not set aside the fact that students are becoming more and more linguistically competent,

and that one ought not to waste the opportunity to help these learners into becoming even more competent by using the tools they already know, the most important being, the mastery of their L1.

According to Macaro (2001: 535), there are three different positions when using the L1 in additional (or second) language learning: the first one is the *Virtual Position* which suggests no value in the use of the L1 in the pedagogical context, and as a result, should be totally excluded from the EAL classroom. The second position is the *Maximal Position* and, it suggests that there is no value in using translation in the classroom, but it is unavoidable. Contrary to the first two, the third position, known as the *Optimal Position* maintains that there might be pedagogical value in the use of the L1 and “there should be constant exploration of pedagogical principles regarding whether and in what ways L1 use is justified”.

Some English teachers might not feel comfortable when using the students’ first language (L1) in the classroom. They might even feel guilty. It is true that some AL teachers might resort to the use of the L1 as a consequence of a lack of expertise or simply because it is an easy option. Some others state that letting their students use their L1 can become beneficial for the learning process in the acquisition of the foreign language. In order to create informed and effective ways to switch from one language to the other, Corcoll López & González-Davies (2016; 68) suggest resorting to approaches such as code-switching and translation.

A way to improve the students’ plurilingual competence in the AL classroom is to implement practices that are usually ignored such as code-switching and translanguaging, or by implementing approaches such as TOLC. (González-Davies & Wilson, 3, 2016).

The following paragraph deals with approaches to implement in an IPA; these can include Pedagogically-Based Code-Switching (PBCS), Translation for Other Learning Content (TOLC) and, translation itself. It is imperative to say that these approaches are thought to be an informed and effective way to implement a plurilingual approach into the EAL classroom so the switch between languages acts in benefit of the language acquisition and not otherwise. Moreover, this practices ought to focus both on the form and the meaning of language to try and maximise the development of the students’ plurilingual competence.

Both PBCS and TOLC aim to benefit the understanding of the AL, in a way that two or more languages are involved. It is safe to say that, regardless of the support of a plurilingual approach, the AL class already involves more than just a TL. This is why, the simultaneous use of the students’ language through, for instance, TOLC, “supports connectivism, arguing that all knowledge, including cultures and languages, is connected” (González-Davies & Wilson, 3, 2016).

Therefore, the use of these strategies holds the conviction that it should be seen as an advantageous tool rather than a setback when it comes to developing a plurilingual competence.

In conclusion, exploring the benefits of implementing a plurilingual approach in to the AL classes seems like the reasonable alternative to achieve linguistic competence. Connecting all languages based on informed ways aims to move instruction in AL from teaching the AL only, to teaching the AL mainly. It is essential that teachers and instructors of ALs move away from the monolingual phenomenon and direct their methodology towards integrating different languages when teaching plurilingual students.

5. METHODOLOGY

This section makes reference to the planification of the research and its key elements by providing fair justification in relation to the research question and the procedure. This research study was chosen in order to answer a question present in the plurilingual field; is the use of the students' L1 beneficial in EAL teaching? This study is focused so that not only it answers to the research question but also, gives support to it by providing a research study in an actual secondary school with real AL students and AL teachers.

The methodology used is similar to researches in the same field: the exposition of a research question and how to reach an answer to it, the use of theoretical background to support not only the research, but also the hypothesis and the analysis of the results collected through the instruments have been key in the development of this project. As an example, I have followed remarkable studies which follow the same direction such as Leonardi (2011), Baker (2001), Bernaus (et al., 2001) or Wilson and González-Davies (2016).

This research is not only based on the data collected, it also takes into account the students' previous marks achieved in the current academic year. This was relevant to the study because students were divided into three different groups depending on their level. These groups will be carefully explained in the upcoming section.

For the analysis of the results, an average table was used using the following as a measuring element. From lowest to highest these are the results of the questionnaires and survey: (1) Poorly, (2) Medially, (3) Reasonably, (4) Generally and (5) Completely.

On another note, the main focus of the project is the grammar explanations. This was carefully selected as it was impossible for time reasons to look at the whole language skills. Moreover, according to this study's hypothesis, grammar is known to be a tricky part of the

language acquisition and this would bring interesting results to the project. It is obvious that the aim in this piece of work is to deal with what the students find more complex, and it was clear from the beginning that the figure of grammar in EAL would be a good candidate for this research.

Finally, the layout for the data collection would be that each of the three 3rd of ESO classes would have a grammar explanation session in one of the languages dealt with: Catalan as their L1, English as their AL, and the use of both having in mind that English would be the TL and therefore, the aim was to use English mainly and Catalan as a resourceful tool in the class. In other words, the AL is not used *only*, but *mainly*.

1. CONTEXT AND PARTICIPANTS

La Salle Manlleu is a semi-private, religious secondary school located in Manlleu, Osona. It is an hour drive away from the Catalan capital. Manlleu is a city that, thanks to the industrialisation of the area and the river Ter, grew significantly. According to the City Hall's website, it currently has around 20,000 inhabitants. The main sector of the economy is the industrial. La Salle Manlleu offers *Educació Secundària Obligatòria (ESO)*, *Batxillerat* and *Cicles Formatius*, which in the UK would correspond to Secondary Education, the GCSEs and further education studies. As many secondary schools, ESO is divided into four different academic courses: first, second, third and fourth. All four years consist of three lines each, and there can be found a maximum of 35 students per class. La Salle Manlleu is one of the 23 centres around Catalonia. These centres can be found in 80 countries around the globe. Consequently, this secondary school offers Manlleu a quality offer for secondary studies, centered on the student and from a Christian view. According to the school's PEC, their mission is to welcome and go along with the students in their educational process, as well as in the personal development process as well as to contribute on the diversity of the school and its students.

The participants chosen for this study are undergoing 3rd of ESO in the academic year of 2018-2019. As previously mentioned, the line of 3rd of ESO consists of three classes; A, B and C. All the students in that year are a part of this research project. The increase of immigration in Catalonia, and specially in Manlleu in the last several years, has brought a great number of new students from all over the world. The cultural background of these newly welcome students are mainly: Moroccan, Asian and Southern American. This is why, the students in La Salle Manlleu, speak more than one language on their daily basis. The most spoken languages are Catalan,

Spanish, Moroccan Arabic and Chinese. When it comes to socioeconomic aspects, the school's website shares no details of the families.

The three classes show a clear balance between boys and girls. The majority of the students are 14-15 years of age. The number of participants for 3rd of ESO A is 30, for 3rd of ESO B is 31 and for 3rd of ESO C is 31. The participants were already divided into three different groups in the English class. The total of participants is 92; 46 of these students belong in *Ampliació*, 27 belong in *Reforç*, and 19 in *Basics*.

- *Ampliació*: The students who belong in this group show a good mastery of the English language. They are able to understand the theory dealt with in the classroom and express themselves in different contexts, such as written or spoken. They are coherent in their oral production.
 - ESO 3 A: 14 participants
 - ESO 3 B: 16 participants
 - ESO 3 C: 16 participants
- *Reforç*: The students who belong in this group show a medium knowledge of the English language. They are somehow able to understand the theory dealt with in the classroom and somehow express themselves in different contexts, such as written or spoken. They are somehow coherent in their oral production.
 - ESO 3 A: 12 participants
 - ESO 3 B: 6 participants
 - ESO 3 C: 9 participants
- *Basics*: The students who belong in this group show poor knowledge of the English language. They are almost unable to understand the theory dealt with in the classroom and express themselves in different contexts, such as written or spoken. They are not coherent in their oral production.
 - ESO 3 A: 4 participants
 - ESO 3 B: 9 participants
 - ESO 3 C: 6 participants

Their function in this piece of research was to answer two different questionnaires: one at the beginning of the class which seeks to find the students' perceptions of the use of the L1 in the EAL, and another one, right after the grammar explanation which seeks to find out their thoughts and opinions.

This group of students was carefully chosen because of the following reasons: in ESO 3 and, according to the academic year's curriculum, students ought to process a certain level of the English language. In addition, the group as a whole presented different levels of English within the same classes, and this would work in favour of the research in order to find as many different results as possible.

2. INSTRUMENTS AND PROCEDURE

There have been three main instruments used in this paper. These instruments were specifically designed in order to be a helpful tool in the process of data collection in a secondary school. In the following paragraphs, the instruments used in this piece of research will be described. It was clear from the beginning of the investigation that I, as the researcher, had to design specific material in order to be able to extract the information to support my hypothesis. It is important to mention that the use of these instruments has been imperative in the process of collecting data. On another note, the instruments that were destined to students and teachers, were designed in Catalan as it is the participants' L1. The idea behind it is that, because as a researcher I wanted to gather precise data I wanted the participants to fully understand the questions they were being asked. In other words, I used the participants' L1 as an effective tool for the sake of the data gathering, and the research.

QUESTIONNAIRES

The questionnaires are a way to obtain specific information for a research work. Since the main idea of this contribution was to look for real information in a real secondary school class, I designed a general questionnaire that the students needed to fill out before the grammar explanation and, three different questionnaires for after the grammar explanation.

The first questionnaire's aim is to find the students' general perspectives of the languages in the class, and more specifically, the use of their L1, Catalan, in the EAL. This is relevant to the study because students' opinion is key in the acquisition of a new language, specially when it comes to motivation and positive attitudes towards the process of language learning. This is why, the view of the students' perceptions was in need.

The other questionnaires are those handed in to the students right after the grammar explanation. These aim to discover the position of each student right after they are being taught in a certain way. As previously mentioned, the procedure of this research is to have three grammar classes taught using the students' L1 and the AL differently. 3rd of ESO A students were handed the questionnaire after a grammar session in which both English and Catalan were used. 3rd of ESO B were given a questionnaire after having the whole grammar lesson taught in Catalan, the L1. Finally, 3rd of ESO C was taught strictly using the TL, English, and students were given the questionnaires afterwards.

In sum, the questionnaires are an excellent way to retrieve data later to be analysed. This is why they were chosen as part of the instruments of this research.

STUDENTS' PERCEPTIONS QUESTIONNAIRE

[] **Dona** [] **Home**

Curs acadèmic: **3A** **3B** **3C**

1. Estudies anglès fora de l'àmbit escolar?

Sí

No (Passa a la pregunta 3)

2. Si és així, estudies per a reforçar l'anglès de l'escola, o per ampliar-lo?

Reforç

Ampliació

No ho sé

3. Quins aspectes de la llengua anglesa són més difícils per a tu?

1. Grammar

4. Listening

2. Speaking

5. Use of English

3. Writing

4. De tot el que explica la professora en anglès, quant creus que entens?

Poc 1

2

3

4

5

Molt

5. Creus que t'ajuda a entendre millor la gramàtica anglesa, quan la professora ho explica en català?

M'ajuda poc 1

2

3

4

5

M'ajuda molt

6. Creus que entendries millor l'explicació de gramàtica l'anglès si la classe fos íntegrament en català?

Sí

No

No ho sé

7. Prefereixo que la professora utilitzi _____ a l'aula d'anglès:

[] només català

[] només anglès

[] totes dues llengües

8. Prefereixo que la professora utilitzi _____ en les explicacions de gramàtica:

[] només català [] només anglès [] totes dues llengües

9. Creus que és beneficiat per a tu que s'utilitzin altres llengües com el català o el castellà a l'aula d'anglès?

Sí No No ho sé

10. Creus que el fet d'utilitzar el català a l'aula d'anglès pot ser beneficiós en el teu procés d'aprenentatge?

Poc 1 2 3 4 5 Molt

11. Creus que pot ser beneficiat per a tu escoltar diverses llengües dins de l'aula d'anglès?

Sí No No ho sé

12. Penses que el fet de conèixer diverses llengües ens fa més competents?

Sí No No ho sé

13. Finalment, t'agradaria que s'utilitzessin més llengües dins de l'aula d'anglès?

Sí No No ho sé

MOLTES GRÀCIES PER A LA TEVA PARTICIPACIÓ!

STUDENTS' PERCEPTIONS AFTER GRAMMAR QUESTIONNAIRE:

- CATALAN AND ENGLISH GRAMMAR EXPLANATION

[] **Dona** [] **Home**

Curs acadèmic: **3A** **3B** **3C**

L'explicació de gramàtica ha estat utilitzant **CATALÀ** i **ANGLÈS**.

14. Has entès el contingut clarament?

Res 1 2 3 4 5 Tot

15. Has pogut seguir fàcilment tota l'explicació?

Poc 1 2 3 4 5 Molt

16. Creus que el fet d'explicar-ho tant en anglès com en català t'ha ajudat en el teu procés d'aprenentatge?

Poc 1 2 3 4 5 Molt

17. T'has sentit més còmode a l'hora de fer preguntes o expressar dubtes?

Poc 1 2 3 4 5 Molt

18. Aquest espai és perquè expressis la teva opinió de la classe:

MOLTES GRÀCIES PER A LA TEVA PARTICIPACIÓ!

• CATALAN GRAMMAR EXPLANATION

[] **Dona** [] **Home**

Curs acadèmic: **3A** **3B** **3C**

L'explicació de gramàtica ha estat íntegrament en **CATALÀ**.

19. Has entès el contingut clarament?

Res 1 2 3 4 5 Tot

20. Has pogut seguir fàcilment tota l'explicació?

Poc 1 2 3 4 5 Molt

21. Creus que el fet d'explicar-ho en català t'ha ajudat en el teu procés d'aprenentatge?

Poc 1 2 3 4 5 Molt

22. T'has sentit més còmode a l'hora de fer preguntes o expressar dubtes?

Poc 1 2 3 4 5 Molt

23. Aquest espai és perquè expressis la teva opinió de la classe:

MOLTES GRÀCIES PER A LA TEVA PARTICIPACIÓ!

• ENGLISH GRAMMAR EXPLANATION

[] **Dona** [] **Home**

Curs acadèmic: **3A** **3B** **3C**

L'explicació de gramàtica ha estat utilitzant **CATALÀ** i **ANGLÈS**.

24. Has entès el contingut clarament?

Res 1 2 3 4 5 Tot

25. Has pogut seguir fàcilment tota l'explicació?

Poc 1 2 3 4 5 Molt

26. Creus que el fet d'explicar-ho tant en anglès com en català t'ha ajudat en el teu procés d'aprenentatge?

Poc 1 2 3 4 5 Molt

27. T'has sentit més còmode a l'hora de fer preguntes o expressar dubtes?

Poc 1 2 3 4 5 Molt

28. Aquest espai és perquè expressis la teva opinió de la classe:

MOLTES GRÀCIES PER A LA TEVA PARTICIPACIÓ!

OBSERVATION GRID

The observation grid was intended to help collect all elements of the class relevant for this study. I designed one observation grid to be used in the three different sessions. Moreover, the grid is a technique that helps identify the way things are being conducted from an outside view.

The grid focuses on 7 different parts:

- Grammar: used in the class, whether it is Catalan, English or both.
- Vocabulary: which focuses on the part of expressing ideas, or if the grammar explanation is linked to the Unit vocabulary.
- The use of the L1.
- The use of EAL.
- Class participation.
- Reflexive comments and other areas of observation.

In turn, the observation grid is a tool to help the research into forming an informative layout of the class situation when collecting the data through the questionnaires. The set of elements to be observed in the class will determine the overall behavioural description of the English session.

OBSERVATION GRID

Area of observation: Unit 7. Session 2. Grammar explanation.

ESO **A** **B** **C**

| Focus | Definition | Observations |
|--|--|---------------------|
| Grammar | Modal verbs + Second Conditional | |
| Vocabulary | “Expressing ideas” | |
| Use of L1 | - | |
| Use of EAL | - | |
| Participation | Teacher and students | |
| Reflexive comments & Other areas of observation | | |

SURVEY

It was clear in this piece of work that the students' perception was not the only item to take into account. The EAL teachers are also a part of the process of language acquisition and, their teaching methodology directly influences in the students' motivation and attitudes towards the language learning process. In addition, as we have previously discussed, teachers might feel anxious and discontent when using the L1 as a tool in the class, this is why, it was necessary to listen to their opinions and feelings towards its use. After all, they are Catalan-native speakers who teach English as an AL.

The tool of choice when looking for the teachers' opinion was a survey through *Google Forms*. As a researcher, I knew it had to be easily reachable by different teachers and easy to answer as well. This is why, just like for the students' questionnaires, the survey was designed in Catalan for its main goal was to retrieve as much information as possible and, I wanted all the questions to be fully understood by the teacher participants.

The total number of participants for this survey is 25; 19 women and 6 men. The participants are, or have been, instructors of English as an AL, and are native speakers of Catalan and Spanish. The age of the participants goes from 22 to 61.

In comparison to the physical questionnaires for the students, this type of information collective is effective and quick, proving at the same time that by using ICT resources, one can achieve the same results in a much easier way.

TEACHERS' PERCEPTION ON THE USE OF THE L1 SURVEY

[] **Dona** [] **Home** **Edat:** _____

1. Amb quina freqüència utilitzes el català a l'aula d'anglès?
Poc 1 2 3 4 5 Molt

2. Utilitzes el català com a eina en l'explicació de gramàtica?
Poc 1 2 3 4 5 Molt

3. Si és que sí, creus que la comprensió dels alumnes millora utilitzant el català com a llengua complementària?
Poc 1 2 3 4 5 Molt

4. Utilitzes el català per a l'exemplificació dins l'aula d'anglès?
Poc 1 2 3 4 5 Molt

5. Et sents còmode utilitzant el català a l'aula d'anglès?
Poc 1 2 3 4 5 Molt

6. Creus que el fet d'utilitzar el català afavoreix la comprensió d'anglès dels alumnes?
Poc 1 2 3 4 5 Molt

7. Creus que el fet d'utilitzar el català influeix positivament en el seu procés d'aprenentatge?
Poc 1 2 3 4 5 Molt

8. Penses que el fet d'utilitzar més d'una llengua fa que els alumnes siguin més competents lingüísticament parlant?
Poc 1 2 3 4 5 Molt

9. Si ho desitges, aquest espai és perquè expressis la teva opinió:

MOLTES GRÀCIES PER A LA TEVA PARTICIPACIÓ!

The procedure to follow during this research study is reflected in this section of the TFM. Once the research question was clear, and the theoretical background had been done, it was time to plan out the procedure in order to reach an answer to the research question and results to support the initial hypothesis. Said hypothesis supports the use of the L1 as an effective tool in the additional language teaching and, more specifically in the teaching of EAL. The objectives of this contribution, as previously mentioned in the specific section, are to observe and conduct three EAL sessions: one using the TL only, another one using the L1 only and finally, one using both languages simultaneously. Consequently, finding out the students' and teachers' perceptions on the use of the L1 in the EAL class and answer the research question which examines the benefits of using the L1 in EAL teaching. Dirk Langerwaard (2019) states that there is a plan which one can follow when trying to identify a problem in the class. The *Action-Research Cycle* was adapted in order to maximise its potential for the sake of this contribution. This cycle involves a number of steps to follow in order to succeed in the problem-solution process:

1. Observing
2. Focus on a critical incident(s)
3. Ask yourself a research question — *what can I do?*
4. Look for answers collaboratively.
5. Design a teaching strategy in an informed way
6. Implement it (while observing and evaluating)
7. Repeat

Of course, the steps were adapted to favour the development of this research project but, the idea of observe, look for incidents, do research and implement it in the class is a very good example of what this contribution aims to bring into the plurilingual field.

The first part was to decide the instruments I wanted to work with in order to retrieve information. It was clear at this point that both parts of the learning process had to be actively involved: teachers and students. This is why, one part of the procedure would focus on students only — the students' perceptions and the after grammar explanation questionnaires, one would focus on teachers only — the survey on *Google Forms*, and finally the observation grid would focus on the class environment and the teacher and students. Having said this, I proceeded to explore different research similar to the one I carried out; the goal was to formulate questions that would help me retrieve the information I needed to complete the work. I decided to use these instruments as a part of this research because, from most of the studies I had read dealt with data collection in a similar

way. In addition, I was already familiar with the instruments as I had used them in a previous research and had proven to work efficiently in the data collection process.

Once I had designed the three instruments used in this contribution, it was time to pick a school and a class. Because I had been taking my Practicum in *La Salle Manlleu*, I decided that school to be the most appropriate. Furthermore, the classes of ESO 3 were the ones I had chosen to take part on this research for their motivation towards English learning and their participative attitude in the classes I had observed. Moreover, I believe that ESO 3 is an academic year in which students start to show good mastery of the foreign language.

From there, the procedure to follow was to plan when the students were going to have the grammar explanation. The English teacher of the school would be the one conducting the class, so that I would be able to complete the observation grid during the explanation. Furthermore, the teacher and I agreed on the day of the intervention during a meeting previous to the data collecting, then I was kindly handed information on the number of students belonging to the three areas of Level (*ampliació*, *refoç* and *basics*), so that I could work on the instruments beforehand. In this meeting, the teacher kindly put me into context of the unit and I explained the aim of the research and how it should be conducted so it had a positive outcome.

On May 8th 2019, the grammar explanations took place and the students' questionnaires were answered. During the hour, I was an observer to the class, which allowed me to look at its development from an objective point of view in order to complete the observation grid. The three sessions were consequent of one another. With all the data achieved through the instruments, it was time to analyse it and discuss the results.

8. RESULTS AND DISCUSSION

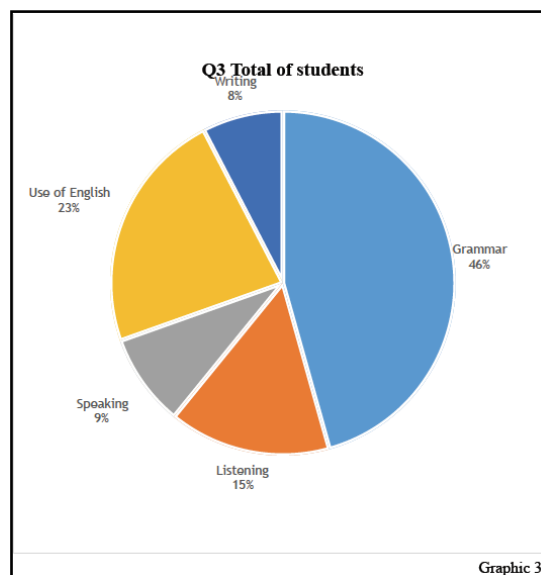
In this part of this contribution I will discuss and analyse the results obtained from the instruments used. Furthermore, I will provide an answer to the research question and compare said answer to the hypothesis prior to the analysis. In addition, I will accomplish the objectives set at the beginning of this research project. The section is divided into different parts; firstly I will analyse the students' perceptions on the use of the L1 in the EAL. Secondly, I will go through the results obtained throughout the questionnaires in order to find the student's perceptions on the L1 after the grammar session. Afterwards, I will expose some perceptions on the L1 but from the EAL teachers' point of view. Finally, I will proceed into analysing the classes I observed — and using the observation grid

to help, as well as the students' perceptions after each class. I include the most significant graphs in this section, but they can all be consulted in the Appendices.

AVERAGE STUDENTS' PERCEPTIONS ESO 3 A, B & C

The results of the students' perceptions questionnaire on the role of the L1 in EAL shows that out of 92 students, only 49 participants, 53%, study English outside school. Furthermore, the questionnaire showed that 80% of the students who take English lessons outside school, belong in the group of *ampliació* (Appendices; 43, graphic 2). These results show that there might be a correlation between students who in school are placed in the *ampliació* group and those who attend extracurricular classes.

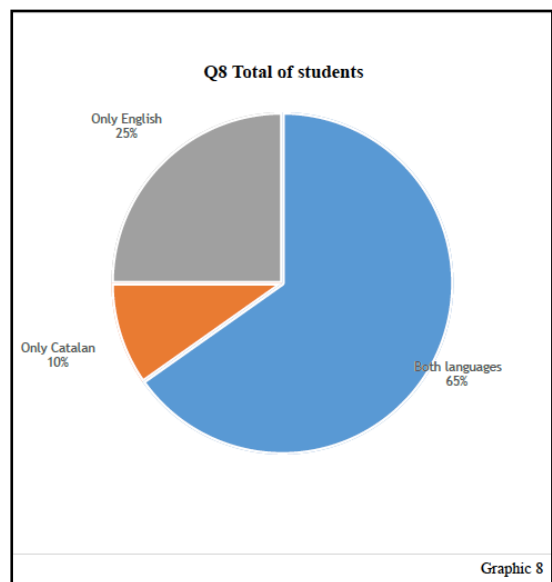
The overall perception of the students from the three classes is that, out of the total of 92 participants, 42 believe *grammar* to be the most difficult part when learning EAL (Appendices; 44, graphic 3). According to these numbers, the hypothesis presented in this contribution that *grammar* is seen as the most complex part of English learning is supported. It is followed by the *use of English* and the *listening* skills. Students' perceptions are that *writing* and *speaking* are the least complex of all skills.



The majority of students — 72% of the total, think that they understand the explanations of the teachers to a general or total extend. In addition, the majority of the participants in this contribution reckon that they understand English grammar better when the teacher uses Catalan. Having in mind that the instructor uses Catalan as an additional tool to support English, and not as the main language, I can once more, establish a connection between the hypothesis and the results stating that Catalan is in fact a resourceful tool when it comes to EAL teaching.

On the other hand, students do not believe they would understand the grammar explanations better if the class was entirely in Catalan (Appendices; 47, graphic 6); 45% reckon that it would not help them understand, whereas 25% answered yes, they would understand better if Catalan was to be used always and, 30% of all students did not know if that scenario would help them in the language acquisition process. On the contrary, only 3% of students prefer the teacher to use only the

L1, Catalan in the English class (Appendices; 48, graphic 7). Out of 92 participants, 40% preferred that the teacher only used the target language, English, in the EAL class, results showing a rather traditional view in language acquisition, whereas 57% answered that they prefer the teacher uses both languages in the duration of the class which would be the claim this contribution supports. When it comes to the grammar explanations, it is clear that 65% of students (Appendices; 49, graphic 8), prefer if the teacher uses both languages. Only a 10% would prefer the



explanation to be entirely in Catalan and 25% argue that they would prefer it to be entirely in English. Once more, the use of both languages outnumbers the other monolingual possibilities.

On the contrary, the students' perceptions when asked if they believe the use of other languages can be beneficial in the EAL class, 45% admit that no, they do not believe other languages to be beneficial. On the other hand, 38% admit that using them could be beneficial in the development of the subject (Appendices; 50, graphic 9). It differs when they are asked for Catalan specifically: the students generally believe that using Catalan can be beneficial in their learning process. In addition, when asked for other languages the results show that 41% of students do not think listening to other languages can be beneficial (Appendices; 52, graphic 11). This numbers make me believe that students think that using their L1, and even other languages, might be beneficial for them but they have no knowledge in the matter and are aware of plurilingual approaches in which all languages spoken in the class are taken into account. In turn, I believe that the students themselves turn to the traditional method when in doubt or in ignorance on the matter. Finally, a firm 80% think that knowing different languages makes us more competent (Appendices; 53, graphic 12), which indicates the stated above. In addition, when asked for their attitude and opinion if they would like other languages used in the EAL class, 63% answered no (Appendices; 54, graphic 13), which makes me believe that in fact, they are ignorant when it comes to plurilingual approaches and this incapacity to acknowledge other languages makes them turn into a more traditional perspectives, whereas when asked for their L1, which they know and are confident about, they respond in a positive and decisive way.

STUDENTS' PERCEPTIONS AFTER GRAMMAR EXPLANATION ESO 3 A, B & C

After having gone through the students' perceptions before the explanation of the unit grammar, I will proceed to analyse their perceptions and opinions afterwards. As a reminder, 3rA's explanation was using English as the target language and Catalan as a tool, 3rB's was using Catalan completely and, 3rC's explanation was entirely in English.

Ampliació

Drawing from the results (Appendices; 55, 56, 56, tables 14, 15, 16), for all three groups of *ampliació*, the majority of students answered that they had completely understood the explanation clearly. In addition, the *ampliació* group claimed to have followed the entire explanation easily. Looking at the overall results for *ampliació*, all three classes seem to have understood the explanation well but, the response of 3rC is relevant: out of 16 *ampliació* students in the class, 12 claim to have understood the explanation completely, three generally and only one medially, having in mind that the language used in this class was only English. The results from the same question in 3rA, in which both languages were used, is overall positive: the majority of the students in *ampliació* understood the grammar theory. On the other hand, in 3rB in which only Catalan was used, the results are ambiguous, in the sense that the majority point to have understood the theory only reasonably, even though it was taught entirely in their L1. The conclusion I draw from this specific question is that, students are extremely used, and trained, to use the AL only, therefore, they are prepared to receive and treat information in the AL and be able to understand it. According to the data collected from the observation grid, the students in 3rB were very shocked that the teacher was using the L1 only, for she uses the TL mainly and resorts to the L1 as a supportive tool only.

For the final question, I asked them if they felt comfortable when asking questions or expressing doubts. 3rA's students clearly did feel confident as the majority of the class (*ampliació*), stated that they felt completely or generally comfortable being able to use both languages (although reminded to use the TL as much as possible) in the class. There is a clear unbalance in 3rB, Catalan was the language used, and a few students claimed to be completely comfortable expressing doubts or questions, but the same number stated to feel reasonably comfortable. Overall, the feedback from 3rB's 4th question is positive. Lastly, 3rC's *ampliació* group answered very positively in this final question, as 5 participants claimed to feel generally comfortable and 7 to feel completely comfortable out of 16 participants in this group.

Reforç

Discussing now the group of *reforç*, I see that the results are somehow similar in the three classes. The majority of 3rA's *reforç* group — 6 participants, claim to have understood completely the grammar explanation, whereas the other 6 state to have understood reasonably and medially the previous. drawing from the same line, 3rB's students, whose explanation was entirely in Catalan, state to have understood the theory generally, and 2 of them completely. Overall, it is a very positive outcome coming from a *reforç* group. On the contrary, 3rC's students had more difficulties when it came to understanding, the class was entirely in English and no reference to Catalan was made (Appendices; 57). Out of 9 students, 6 claimed to understand totally or generally the context, while 2 answered to understand it reasonably and one student to have understood it poorly. I connect this notable difference to the previous, the teacher uses the TL mainly and the L1 sporadically. Due to the fact that these students had no chance to compare the theory they received to the Catalan language, resulted into less understanding of the grammar explanation. Whereas in the other two classes, in which Catalan was used mainly or as a resource, the understanding was much achieved.

Once more, I see a clear difference between the *reforç* groups. In 3rA and 3rB, in which Catalan was used one way or the other, the results from the question: *could you follow the entire explanation easily?* are very similar. The majority in 3rA claims to understand it completely, the same in 3rB. 3rC's participants understood it also clearly, with some exceptions who understood very little of it.

3rA claims that by using both languages they understood the theory well (7 completely, 4 reasonably and 1 poorly). 3rB followed a similar pattern, claiming that the majority understood it well using their L1 (1 completely, 4 generally and 1 poorly). There is a big difference in 3rC's answers; some claim to have understood it either generally or completely (3 participants each), but three participants state not to have comprehended the totality of the context. Lastly, when asked for their attitudes and perceptions, 3rA seems relatively positive having had the opportunity to use both languages when asking or expressing doubts, 10 out of 15 have very positive outcomes in this specific question. Surprisingly, no one in 3rB felt totally confident to use their L1 to express said questions, but according to the observation grid, many spoke their mind about the use of the L1 and participated in the class actively. Finally, 3rC's use of English only meant that only 3 participants felt confident enough in the *reforç* group to ask in English, the rest either felt reasonably comfortable or not at all.

Bàsics

This group's answers were generally positive in all three classes. To the first question, 3rA, 3rB and also 3rC claimed to have understood the theory clearly having the majority of the participants to answer generally and reasonably. 3rA's students claimed to have understood all the explanation (using the TL and the L1) reasonably (2 students) and generally (2 students). 3rB's results were clearly positive, having had the class in Catalan only, the majority of participants answered to have had easily followed the explanation of the grammar. Even 3rC, which got English only, claimed to have understood reasonably and generally equally to the theoretical part of the language.

Moreover, the perceptions on the use of the language were also favorable; 3rA's mixed class claimed that the use of both English and Catalan was completely and generally positive to their learning process, the same of 3rB who answered 4 generally positive and 5 completely positive. 3rC was a bit more cautious but still positive — 3 reasonably and 3 generally.

Finally, the students in 3rA felt somehow comfortable when asking questions, knowing that the use of English was more important than the use of Catalan. Two participants answered to be reasonably comfortable, 1 generally comfortable and 1 poorly comfortable when asking doubts. 3rB's results were a bit more positive; although 7 students claimed to be reasonably comfortable using Catalan, the rest answered to be generally and completely confident in the use of the language for questions and doubts. Lastly, 3rC's outcome is ambiguous, as a few claimed to be extremely comfortable while the other exact few somehow comfortable when using English to ask doubts and questions related to the grammar explanation.

TEACHERS' PERCEPTIONS ON THE USE OF THE STUDENTS' L1

This section deals with the results obtained from the teachers' questionnaire on their perspective on the role of the L1 in the EAL classroom. There were 25 participants in total, 19 women and 6 men. All of the teachers are natives speakers of Catalan and Spanish and have had experience teaching English as an additional language. The age of the instructors goes from 22 years old to 61, which is very useful for the sake of the dissertation for a wider range of opinions in relation to the age of the participants. It was relevant to obtain results on the age of the participants for, as stated in the hypothesis, older teachers might use more traditional methods and on the contrary, younger instructors might be more open to using new approaches, methods and resources such as ICT.

According to the results (Appendices; 59), 56% of the teacher participants claim to sometimes use Catalan in the classroom. 16% state to use it very little and, another 16% claim to

use it on a usual basis, a few teachers (12%) use it frequently. The same amount of percentage, 56% claim to sometimes use the students' L1, Catalan in this contribution, as a tool in the grammar explanation class. A fair 32% state to use it frequently whereas 12% of the teachers do not use it regularly. All the responses were positive when asked if the use of Catalan would have a positive effect on the students' comprehension of the language, and within different ranges, all teacher participants agree to cause a positive impact. Moreover, 96% of said participants, have positive beliefs towards the fact that the use of Catalan is beneficial in the comprehension on English as an AL (Appendices; 60) . Furthermore, the results also indicate that despite the previous answers, teachers believe that Catalan affects positively in the students' learning process as well as it makes them more linguistically competent.

Overall, the teachers' perceptions on the role of Catalan as a L1 in the EAL class is fairly positive, some comment that: "Catalan May have a positive impact on the students' learning competence. Yet, one must bear in mind that the English class is where students receive their maximum exposure to the English language" (Appendices; 61). Drawing from this analysis, I conclude that in fact, Catalan as a L1 is a useful tool to be taken into account in the EAL and teachers ought to resort to more plurilingual approaches and plurilingual methodology in the additional language class.

OBSERVATION GRID

Drawing from the results retrieved from the observation grid (Appendices; 62, 63, 64), all three classes were active in the class development. The use of the L1 was seen and used as an effective tool in 3rA for English was the language used, following the conception of using the TL mainly but not only. The grammar explanation in the class of ESO 3A was in English, except for explicit use of Catalan for exemplification or doubts coming from the students. In 3rB, students were using English at first, but when they realised the teacher was using Catalan, they quickly switched to the same. At the end of the class they asked in surprise why she had not spoken one word in English, as it was not the usual in the EAL session. As for 3rC, English was spoken throughout the entire session. Just as in the other two classes, students were very receptive and participative, even when answering the questionnaires and showing interest for the field of study. It is also worth mentioning that, in 3rC the more participative the students were, the less they used English and would turn into speaking Catalan.

9. CONCLUSION

The present study was conducted with the aim to define if the use of Catalan as an L1 in the English as an Additional Language class was beneficial, focusing on the grammar explanation of the lessons. Drawing from the conception that the ideal scenario for both English teachers and EAL students would be to use English as the TL and the L1s as supportive tools in the class, this contribution argues that, by conducting a research project it is clear that the students' L1s play a key factor in the language acquisition process.

To reach to this conclusion and, in consequence, to provide an answer to the research question, I as the researcher, had to carefully develop a proper procedure to follow. Firstly, set out a list of clear objectives such as finding out the students' perceptions on the use of the L1, finding out the same perceptions but from a teacher's point of view, observing three different classes being taught the same piece of grammar theory but using the L1 exclusively in one class, English exclusively in another and English as the main language and Catalan as the supportive language in the third. All the objectives set for this contribution have been met.

Furthermore, the study conducted took place in a Catalan secondary school in which Catalan is the vehicular language. ESO 3 was the chosen academic year, there was a clear balance between boys and girls and for the sake of this piece of work, students were separated into three main groups according to their previous marks on the subject of English: *ampliació*, *reforç* and *bàsics*.

After analysing the results, it is clear that Catalan influences in the development and the acquisition of the English language. According to the students' perceptions results, the use of Catalan in the EAL class is beneficial. As I claimed in the hypothesis of this contribution, this analysis has reached two main conclusions: first, the grammar part of the language is seen as the most difficult and tedious skill in English according to the students' perspectives. Second, the use of Catalan in the EAL class is beneficial and in consequence, its use should be explored in an informed way so that it can be used actively in the development and acquisition of the English language. Furthermore, the class in which Catalan was used as a supportive tool got positive results. Also, the class which was taught entirely in English also gave positive results, which can be the result of years and years training students into using and understanding English as the TL only. Finally, the class which was taught entirely in Catalan was most certainly ambiguous for both the teacher and the students; according to the results obtained, the students' perceptions in relation to the grammar understanding are dubious. Moreover, the teacher and the students' attitudes during the class were ambiguous according to the observation grid's results. In sum, I conclude that as teachers of EAL

we ought to reexamine the role we give to the students' L1 in the class, and implement all the students' L1s in the foreign language classes through methods and approaches specifically designed for such. In this globalised world students are becoming more linguistically competent and we should implement new techniques which take into consideration not only the TL, but all languages which belong to the students' repertoire.

LIMITATIONS AND FUTURE RESEARCH

This contribution presents some limitations, especially in reference to time, length of the study and number of participants. In all, this research study was conducted in a Catalan secondary school with a total of 92 student participants and 25 teacher participants. It would be relevant in the field of research to conduct a similar study with a larger number of participants, in which the duration of the study was longer and also, several research focused on the same topic in order to be able to compare the results and create an informed and effective answer to the research question. In addition, it would be of interest to the field, to take this same study in which the L1 is found in a bilingual environment like Catalonia is, and conduct the experiment in similar regions such as Québec in Canada or other regions in which the L1 is found in a monolingual environment.

Furthermore, it is imperative to bear in mind for further research that the results of this contribution might differ from possible future projects, and that the Instruments such as the questionnaires, the surveys and the observation grid ought to be adapted to the destined new contribution. Finally, the future research all teachers can carry through in their lessons is already mentioned in the project, Langerwaard's (2019) Action-Research Cycle to observe, do theoretical research and come up with different approaches to improve EAL teaching and language acquisition.

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11. APPENDICES

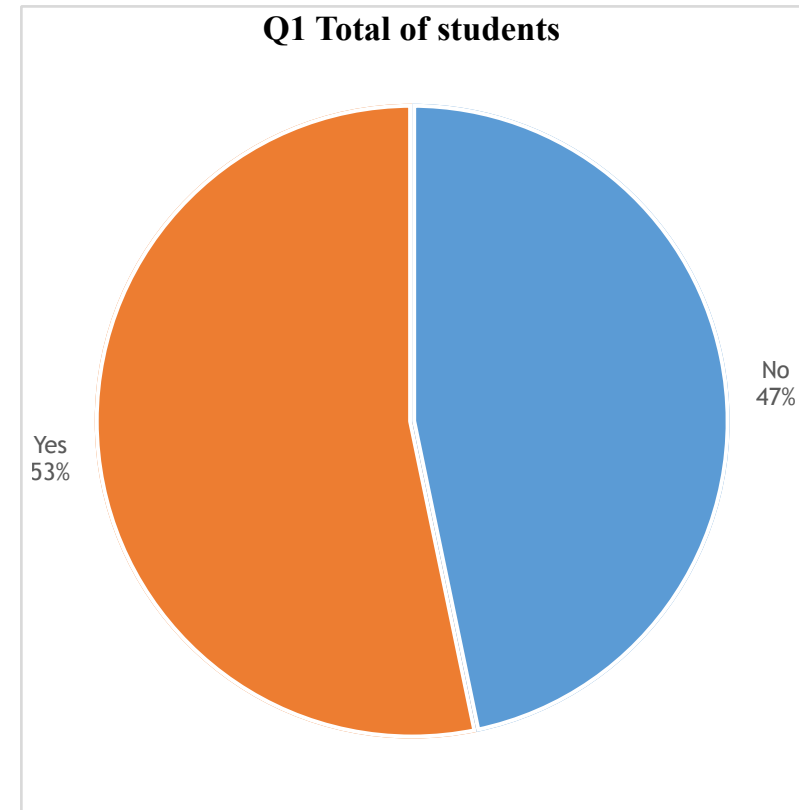
STUDENTS' PERCEPTIONS RESULTS

| | |
|---|------------|
| 1 | Poorly |
| 2 | Medially |
| 3 | Reasonably |
| 4 | Generally |
| 5 | Completely |

Q1: Do you learn English as an AL outside the school?

| | | |
|---------------|----|---------|
| No | 43 | 47% |
| Yes | 49 | 53% |
| Total general | 92 | 100,00% |

Table 1

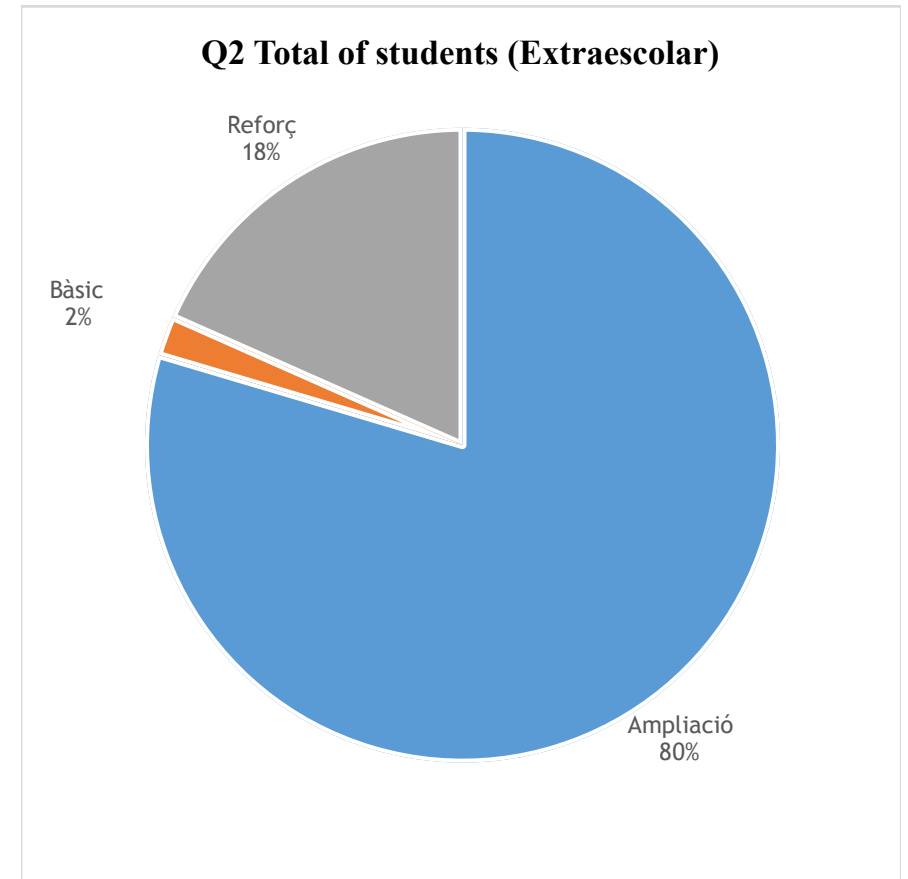


Graphic 1

Q2: If so, do you study *ampliació* or *reforç*?

| | | |
|----------------------|-----------|----------------|
| No | 43 | 47% |
| Ampliació | 7 | 8% |
| Bàsic | 18 | 20% |
| Reforç | 18 | 20% |
| Yes | 49 | 53% |
| Ampliació | 39 | 42% |
| Bàsic | 1 | 1% |
| Reforç | 9 | 10% |
| Total general | 92 | 100,00% |

Table 2

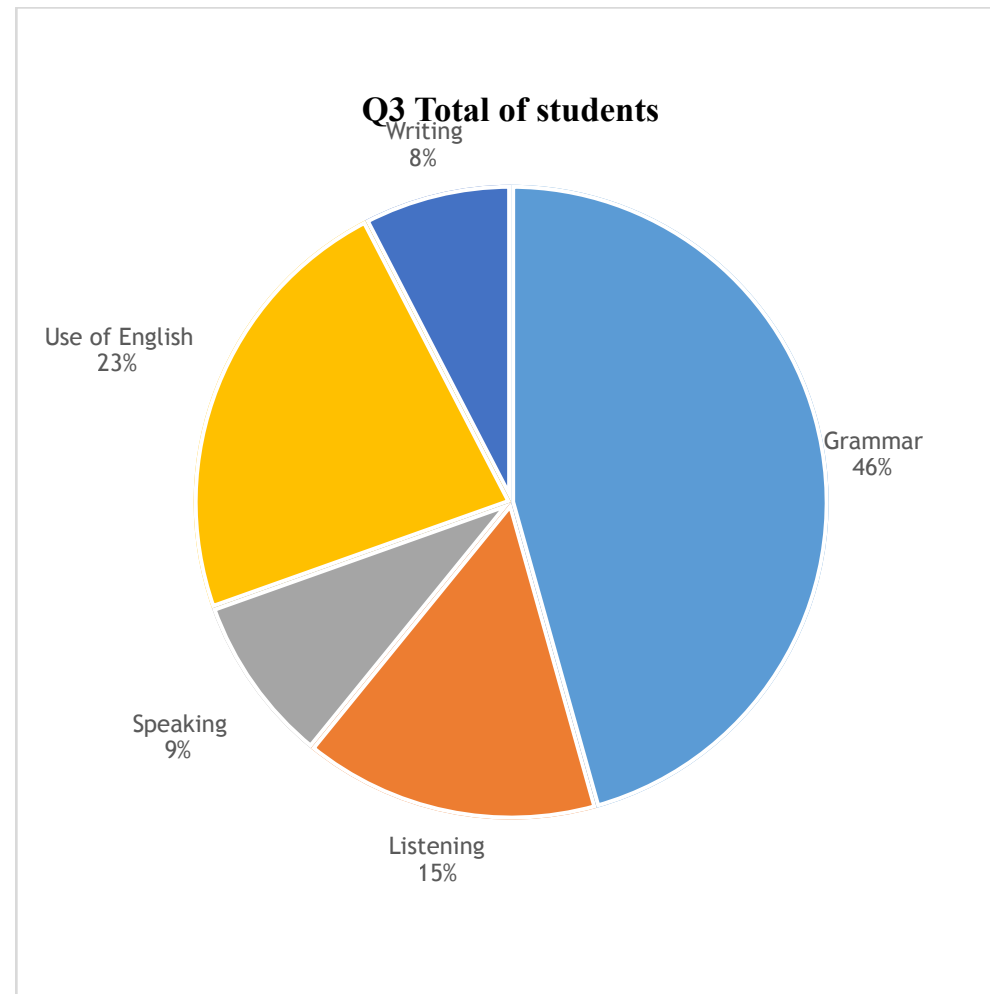


Graphic 2

Q3 Which aspects of the English Language are more difficult to you?

| | Grammar | Listening | Speaking | Use of English | Writing | Total |
|----------------------|-----------|-----------|----------|----------------|----------|-----------|
| 3A | 11 | 5 | 2 | 8 | 4 | 30 |
| Ampliació | 5 | 3 | 1 | 4 | 1 | 14 |
| Bàsic | 2 | 1 | | | 1 | 4 |
| Reforç | 4 | 1 | 1 | 4 | 2 | 12 |
| 3B | 14 | 7 | 3 | 6 | 1 | 31 |
| Ampliació | 9 | 2 | 1 | 4 | | 16 |
| Bàsic | 3 | 2 | 1 | 2 | 1 | 9 |
| Reforç | 2 | 3 | 1 | | | 6 |
| 3C | 17 | 2 | 3 | 7 | 2 | 31 |
| Ampliació | 7 | 2 | 2 | 5 | | 16 |
| Bàsic | 5 | | 1 | | | 6 |
| Reforç | 5 | | | 2 | 2 | 9 |
| Total general | 42 | 14 | 8 | 21 | 7 | 92 |

Table 3

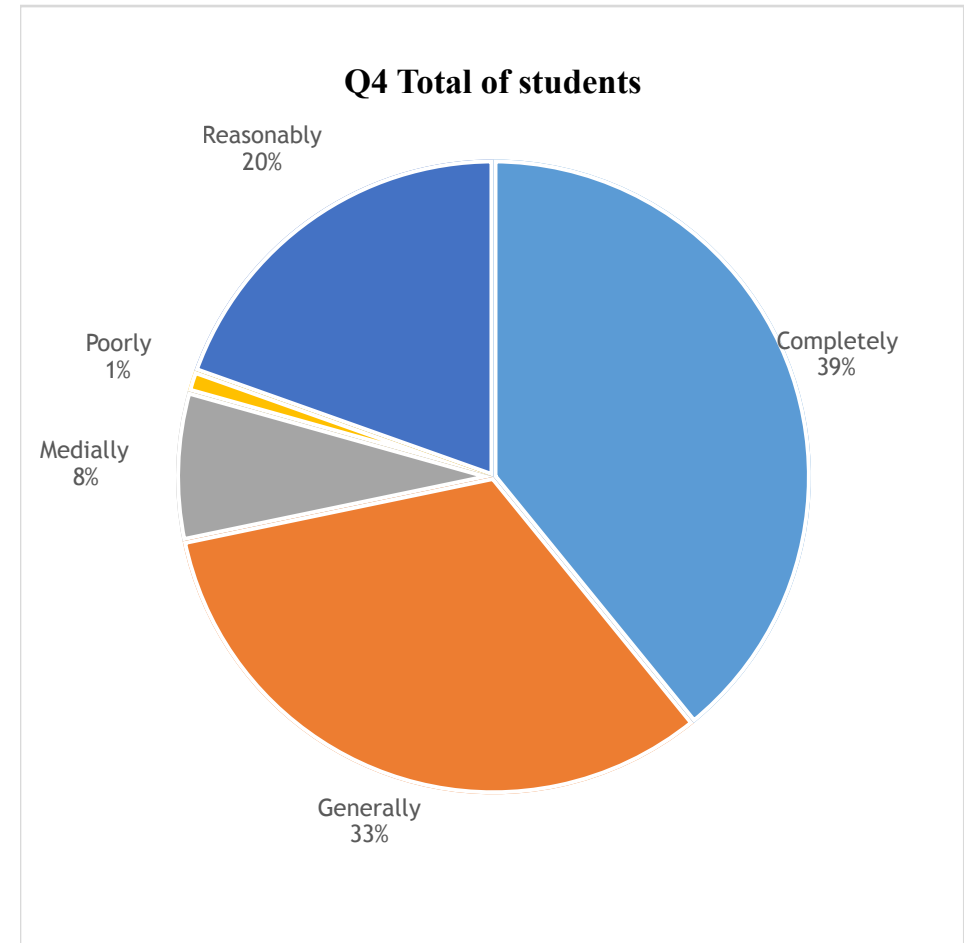


Graphic 3

Q4 Out of everything the teacher explains, how much do you reckon you understand?

| | Completely | Generally | Medially | Poorly | Reasonably | Total |
|--------------|------------|-----------|----------|----------|------------|-----------|
| 3A | 14 | 6 | 3 | | 7 | 30 |
| Ampliació | 12 | 1 | | | 1 | 14 |
| Bàsic | | 1 | 1 | | 2 | 4 |
| Reforç | 2 | 4 | 2 | | 4 | 12 |
| 3B | 14 | 9 | 3 | | 5 | 31 |
| Ampliació | 11 | 4 | 1 | | | 16 |
| Bàsic | 2 | 3 | 1 | | 3 | 9 |
| Reforç | 1 | 2 | 1 | | 2 | 6 |
| 3C | 8 | 15 | 1 | 1 | 6 | 31 |
| Ampliació | 5 | 10 | | | 1 | 16 |
| Bàsic | 2 | 1 | 1 | | 2 | 6 |
| Reforç | 1 | 4 | | 1 | 3 | 9 |
| Total | 36 | 30 | 7 | 1 | 18 | 92 |

Table 4

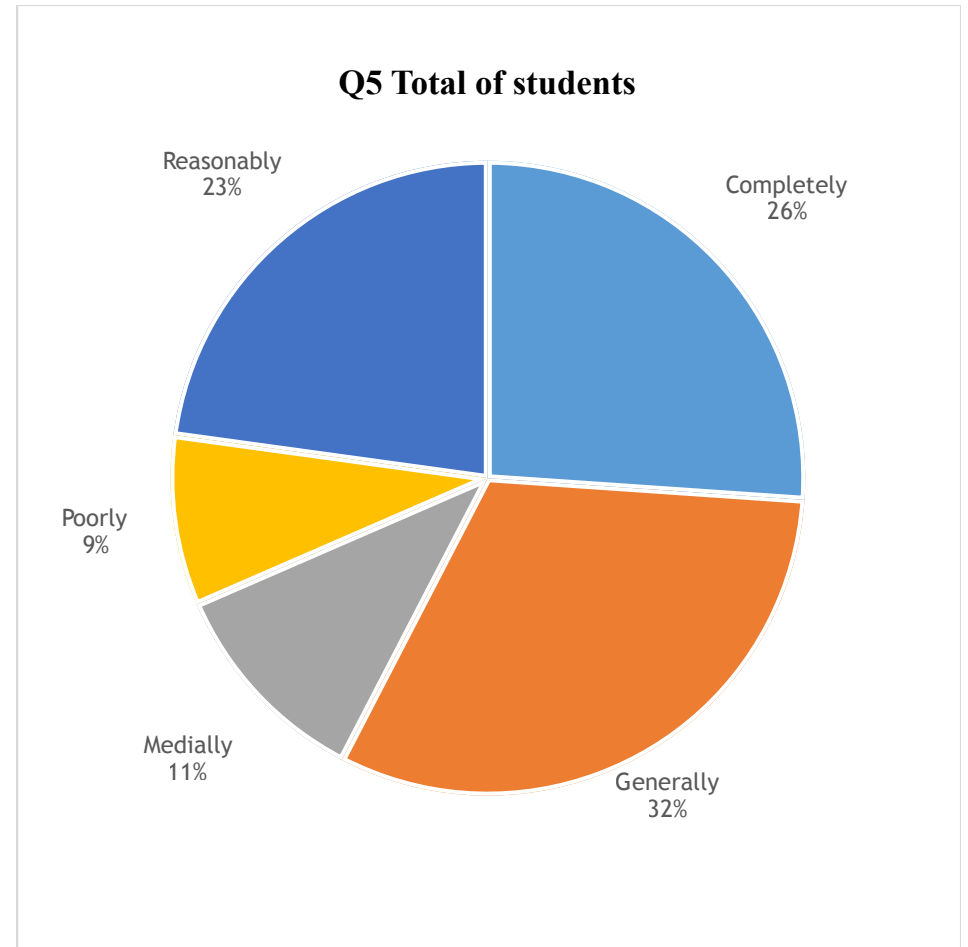


Graphic 4

Q5 Do you think you understand **English grammar** better when the teacher uses Catalan?

| | Completely | Generally | Medially | Poorly | Reasonably | Total |
|--------------|------------|-----------|-----------|----------|------------|-----------|
| 3A | 11 | 8 | 4 | 2 | 5 | 30 |
| Ampliació | 3 | 3 | 3 | 1 | 4 | 14 |
| Bàsic | 2 | 2 | | | | 4 |
| Reforç | 6 | 3 | 1 | 1 | 1 | 12 |
| 3B | 5 | 14 | 2 | 2 | 8 | 31 |
| Ampliació | 1 | 5 | 2 | 2 | 6 | 16 |
| Bàsic | 2 | 6 | | | 1 | 9 |
| Reforç | 2 | 3 | | | 1 | 6 |
| 3C | 8 | 7 | 4 | 4 | 8 | 31 |
| Ampliació | 4 | 3 | 2 | 1 | 6 | 16 |
| Bàsic | 3 | 2 | | | 1 | 6 |
| Reforç | 1 | 2 | 2 | 3 | 1 | 9 |
| Total | 24 | 29 | 10 | 8 | 21 | 92 |

Table 5

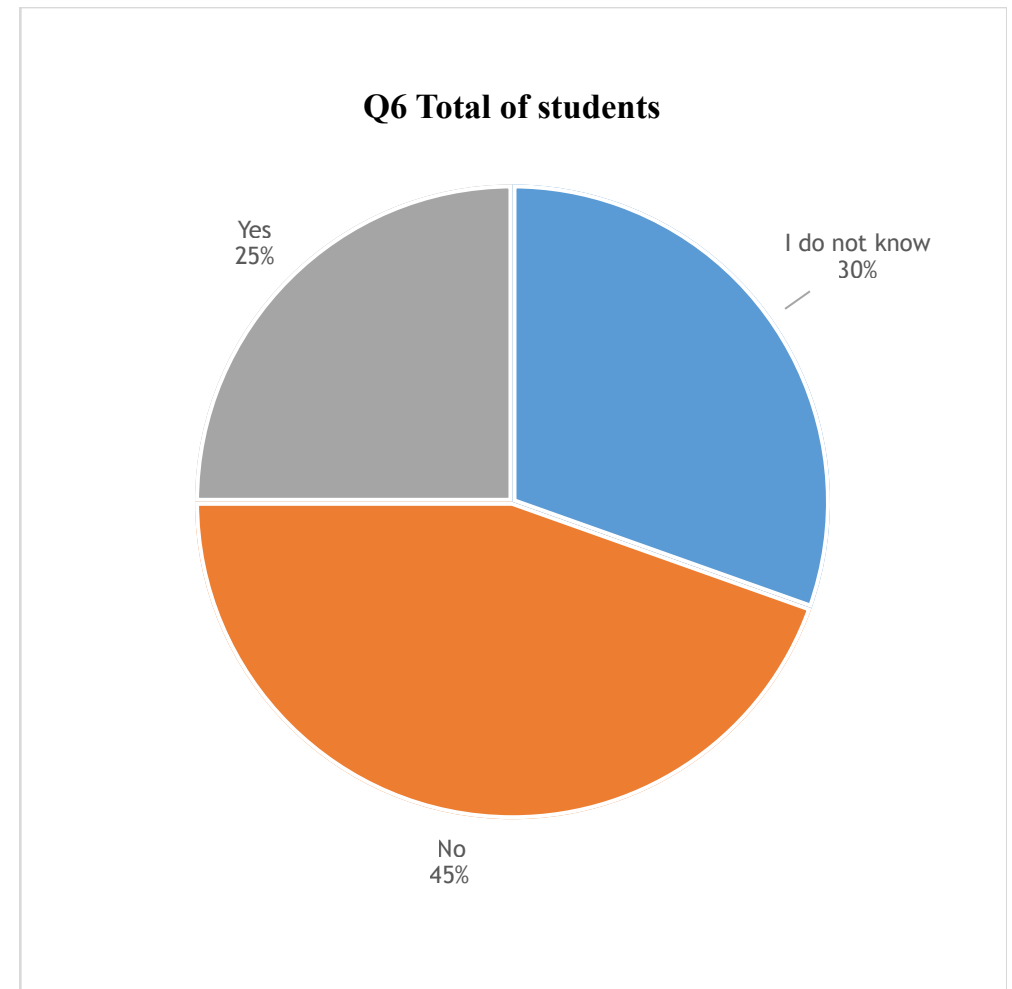


Graphic 5

Q6 Do you think you would understand the **grammar explanation** better if the class was totally in Catalan?

| | I do not know | No | Yes | Total |
|--------------|---------------|-----------|-----------|-----------|
| 3A | 9 | 14 | 7 | 30 |
| Ampliació | 4 | 9 | 1 | 14 |
| Bàsic | 1 | 1 | 2 | 4 |
| Reforç | 4 | 4 | 4 | 12 |
| 3B | 9 | 12 | 10 | 31 |
| Ampliació | 4 | 10 | 2 | 16 |
| Bàsic | 2 | 2 | 5 | 9 |
| Reforç | 3 | | 3 | 6 |
| 3C | 10 | 15 | 6 | 31 |
| Ampliació | 3 | 11 | 2 | 16 |
| Bàsic | 6 | | | 6 |
| Reforç | 1 | 4 | 4 | 9 |
| Total | 28 | 41 | 23 | 92 |

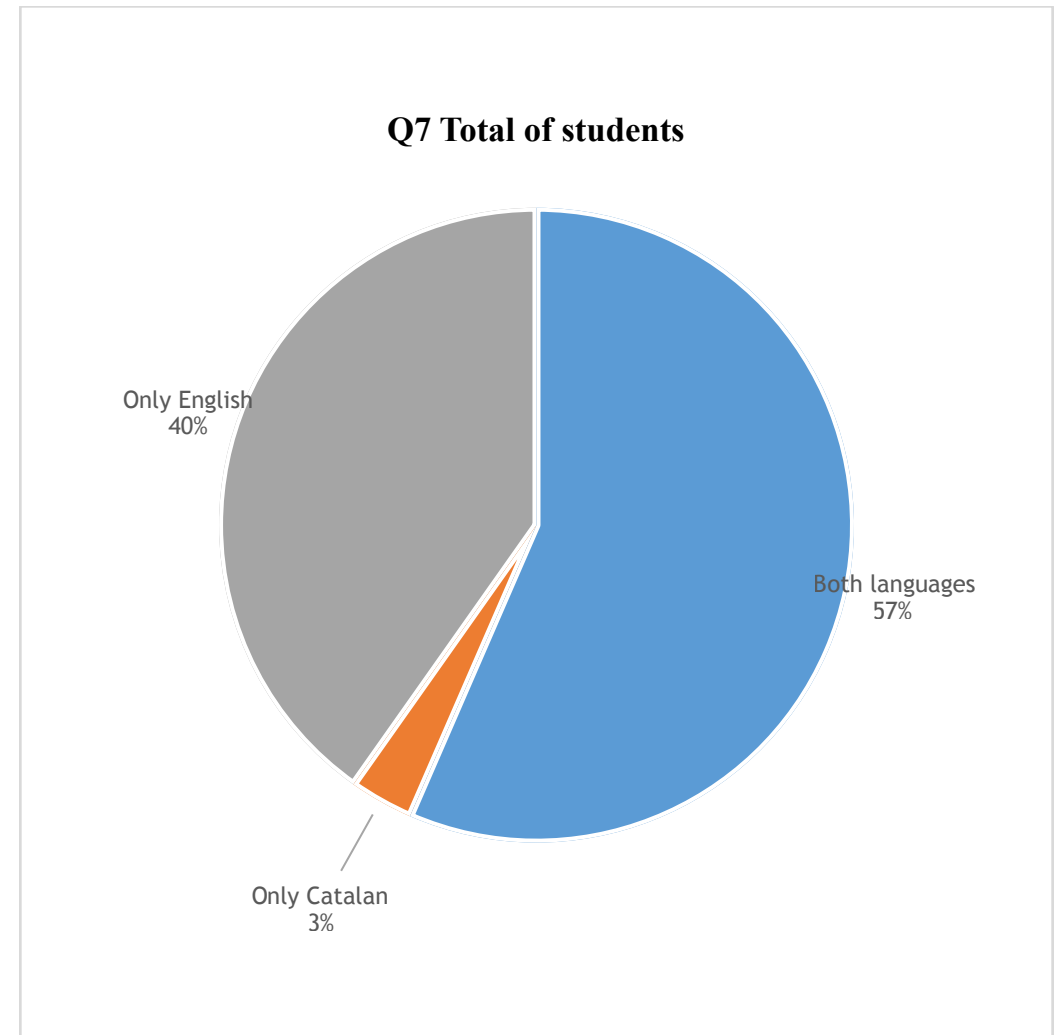
Table 6



Graphic 6

Q7 I prefer that the teacher uses _____ in the English class.

| | Both languages | Only L1 | Only EAL | Total |
|--------------|----------------|----------|-----------|-----------|
| 3A | 15 | 1 | 14 | 30 |
| Ampliació | 2 | | 12 | 14 |
| Bàsic | 4 | | | 4 |
| Reforç | 9 | 1 | 2 | 12 |
| 3B | 20 | | 11 | 31 |
| Ampliació | 7 | | 9 | 16 |
| Bàsic | 8 | | 1 | 9 |
| Reforç | 5 | | 1 | 6 |
| 3C | 17 | 2 | 12 | 31 |
| Ampliació | 7 | | 9 | 16 |
| Bàsic | 5 | 1 | | 6 |
| Reforç | 5 | 1 | 3 | 9 |
| Total | 52 | 3 | 37 | 92 |

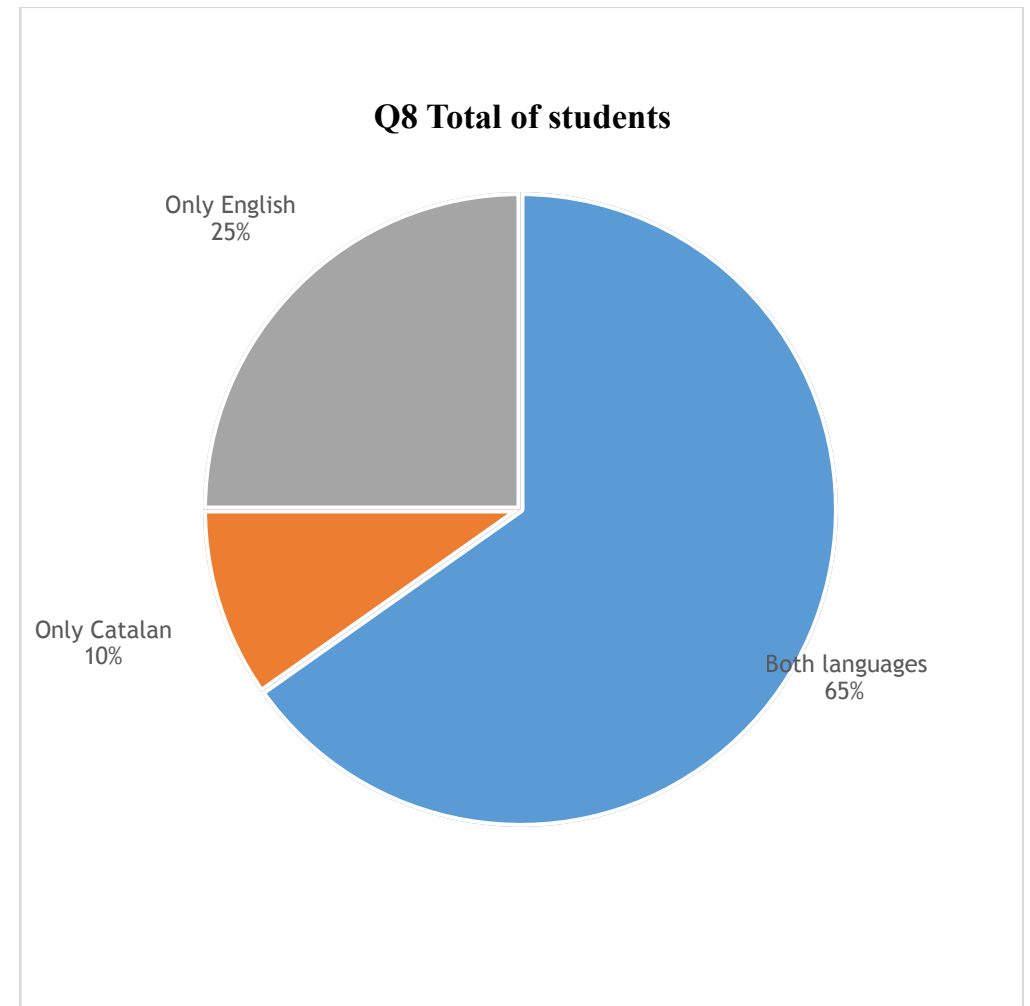


Graphic 7

Table 7

Q8 I prefer that the teacher uses _____ in the grammar explanations.

| | Both languages | Only L1 | Only EAL | Total |
|--------------|----------------|----------|-----------|-----------|
| 3A | 17 | 3 | 10 | 30 |
| Ampliació | 4 | 1 | 9 | 14 |
| Bàsic | 4 | | | 4 |
| Reforç | 9 | 2 | 1 | 12 |
| 3B | 23 | 3 | 5 | 31 |
| Ampliació | 12 | | 4 | 16 |
| Bàsic | 7 | 2 | | 9 |
| Reforç | 4 | 1 | 1 | 6 |
| 3C | 20 | 3 | 8 | 31 |
| Ampliació | 8 | 1 | 7 | 16 |
| Bàsic | 5 | 1 | | 6 |
| Reforç | 7 | 1 | 1 | 9 |
| Total | 60 | 9 | 23 | 92 |



Graphic 8

Table 8

Q9 Do you believe it to be beneficial when other languages are used in the English class?

| | I do not know | No | Yes | Total |
|--------------|---------------|-----------|-----------|-----------|
| 3A | 5 | 17 | 8 | 30 |
| Ampliació | 2 | 12 | | 14 |
| Bàsic | 2 | 1 | 1 | 4 |
| Reforç | 1 | 4 | 7 | 12 |
| 3B | 5 | 19 | 7 | 31 |
| Ampliació | 2 | 12 | 2 | 16 |
| Bàsic | 1 | 3 | 5 | 9 |
| Reforç | 2 | 4 | | 6 |
| 3C | 3 | 22 | 6 | 31 |
| Ampliació | 1 | 14 | 1 | 16 |
| Bàsic | 1 | 2 | 3 | 6 |
| Reforç | 1 | 6 | 2 | 9 |
| Total | 13 | 58 | 21 | 92 |

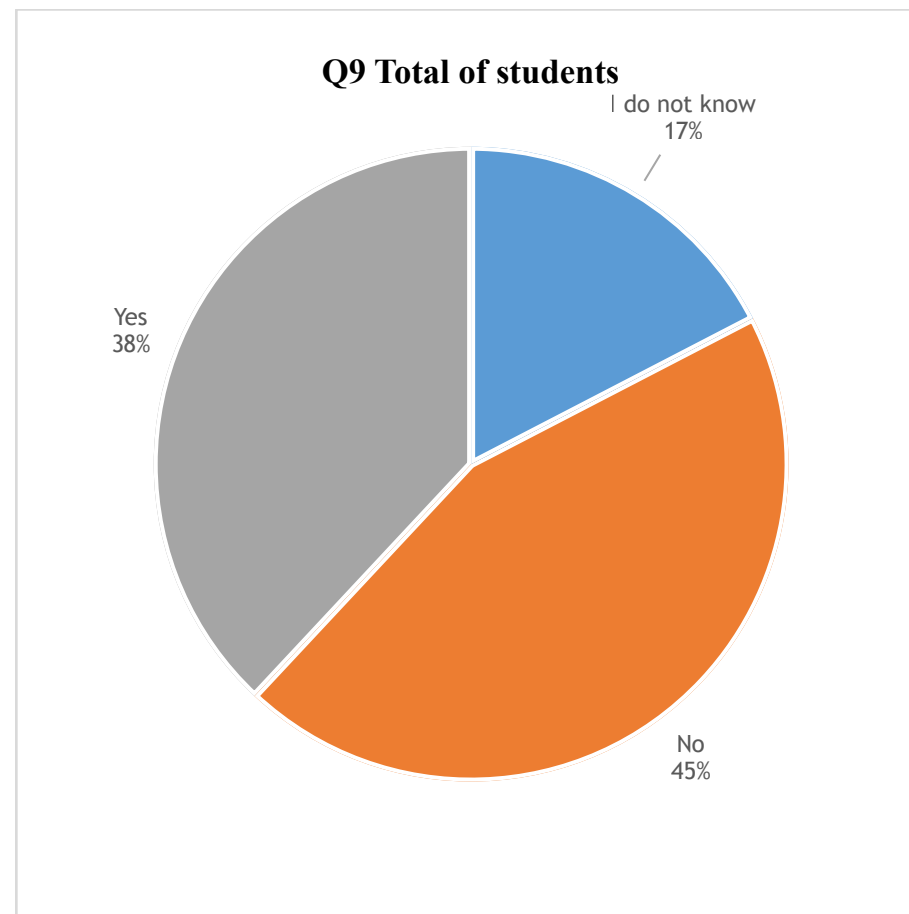


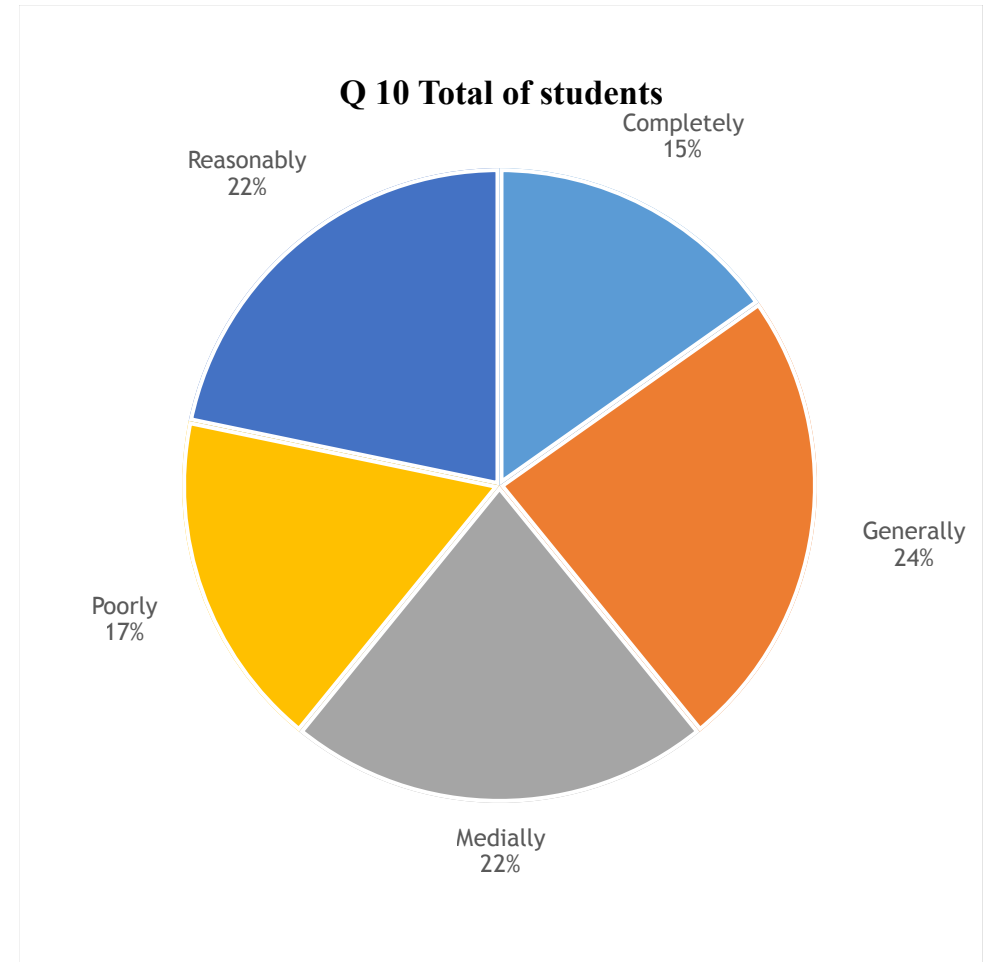
Table 9

Graphic 9

Q10 Do you believe that using Catalan might be beneficial for your learning process?

| | Completely | Generally | Medially | Poorly | Reasonably | Total |
|--------------|------------|-----------|-----------|-----------|------------|-----------|
| 3A | 4 | 6 | 8 | 4 | 8 | 30 |
| Ampliació | | 1 | 7 | 3 | 3 | 14 |
| Bàsic | 2 | 1 | | | 1 | 4 |
| Reforç | 2 | 4 | 1 | 1 | 4 | 12 |
| 3B | 2 | 10 | 8 | 4 | 7 | 31 |
| Ampliació | 1 | 3 | 7 | 2 | 3 | 16 |
| Bàsic | | 6 | 1 | | 2 | 9 |
| Reforç | 1 | 1 | | 2 | 2 | 6 |
| 3C | 8 | 6 | 4 | 8 | 5 | 31 |
| Ampliació | 3 | 3 | 2 | 6 | 2 | 16 |
| Bàsic | 3 | 2 | | | 1 | 6 |
| Reforç | 2 | 1 | 2 | 2 | 2 | 9 |
| Total | 14 | 22 | 20 | 16 | 20 | 92 |

Table 10

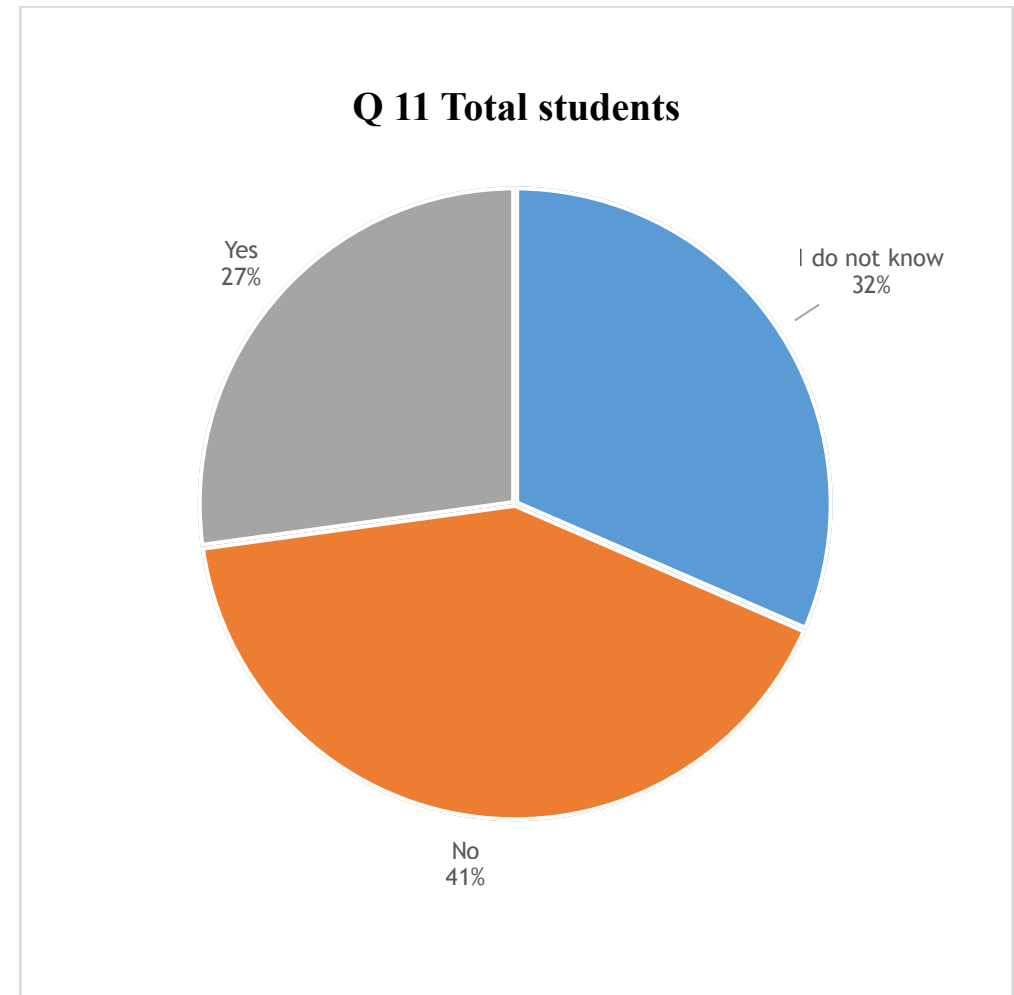


Graphic 10

Q11 Do you think it might be beneficial for you to listent to different languages in the English class?

| | I do not know | No | Yes | Total |
|--------------|---------------|-----------|-----------|-----------|
| 3A | 10 | 13 | 7 | 30 |
| Ampliació | 3 | 10 | 1 | 14 |
| Bàsic | 2 | | 2 | 4 |
| Reforç | 5 | 3 | 4 | 12 |
| 3B | 8 | 13 | 10 | 31 |
| Ampliació | 4 | 9 | 3 | 16 |
| Bàsic | 1 | 3 | 5 | 9 |
| Reforç | 3 | 1 | 2 | 6 |
| 3C | 11 | 12 | 8 | 31 |
| Ampliació | 5 | 8 | 3 | 16 |
| Bàsic | 3 | | 3 | 6 |
| Reforç | 3 | 4 | 2 | 9 |
| Total | 29 | 38 | 25 | 92 |

Table 11

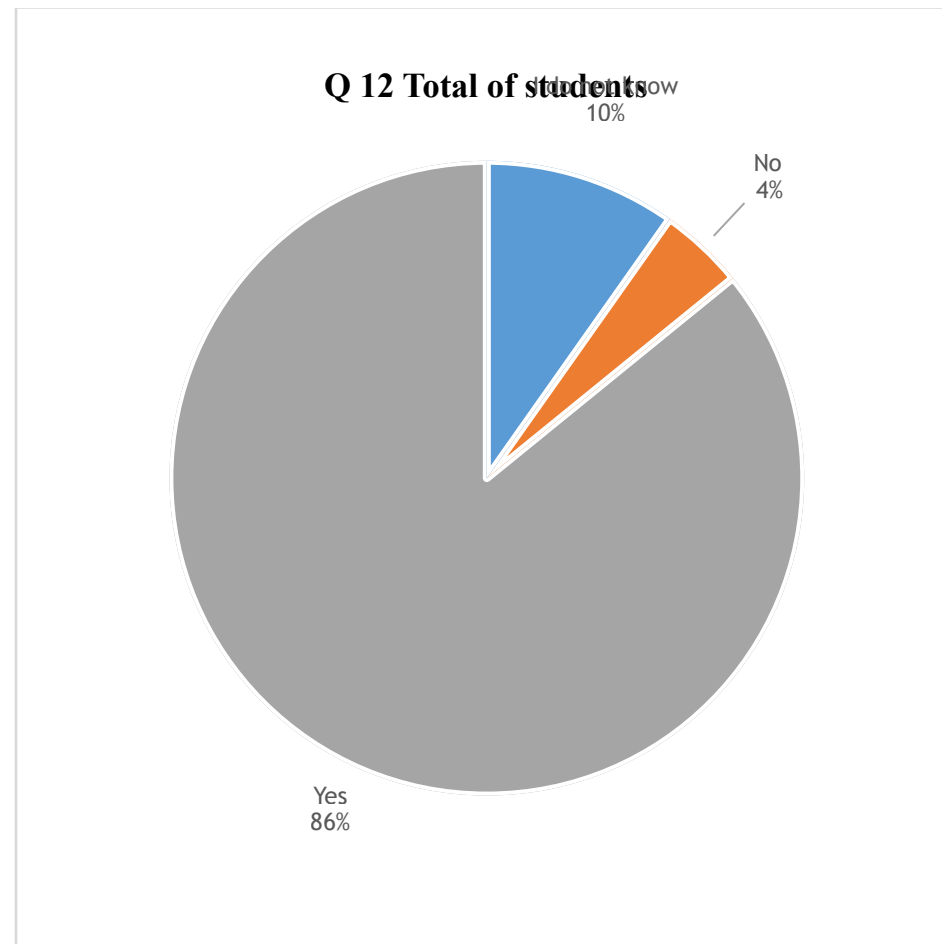


Graphic 11

Q12 Do you think that knowing different languages makes us more competent?

| | I do not know | No | Yes | Total |
|--------------|---------------|----------|-----------|-----------|
| 3A | 1 | 1 | 28 | 30 |
| Ampliació | | | 14 | 14 |
| Bàsic | 1 | 1 | 2 | 4 |
| Reforç | | | 12 | 12 |
| 3B | 5 | 2 | 24 | 31 |
| Ampliació | 1 | 1 | 14 | 16 |
| Bàsic | 1 | 1 | 7 | 9 |
| Reforç | 3 | | 3 | 6 |
| 3C | 3 | 1 | 27 | 31 |
| Ampliació | 1 | | 15 | 16 |
| Bàsic | 2 | | 4 | 6 |
| Reforç | | 1 | 8 | 9 |
| Total | 9 | 4 | 79 | 92 |

Table 12

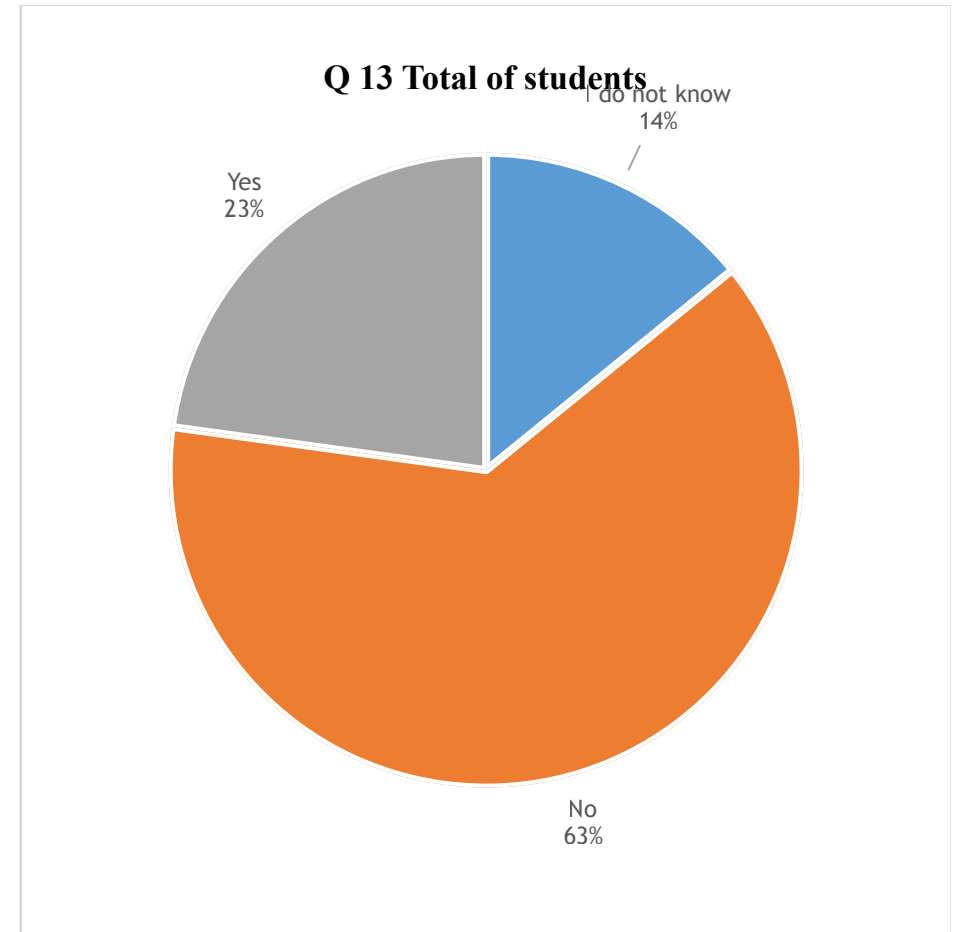


Graphic 12

Q13 Finally, would you like it if other languages were used in the English class?

| | I do not know | No | Yes | Total |
|--------------|---------------|-----------|-----------|-----------|
| 3A | 5 | 17 | 8 | 30 |
| Ampliació | 2 | 12 | | 14 |
| Bàsic | 2 | 1 | 1 | 4 |
| Reforç | 1 | 4 | 7 | 12 |
| 3B | 5 | 19 | 7 | 31 |
| Ampliació | 2 | 12 | 2 | 16 |
| Bàsic | 1 | 3 | 5 | 9 |
| Reforç | 2 | 4 | | 6 |
| 3C | 3 | 22 | 6 | 31 |
| Ampliació | 1 | 14 | 1 | 16 |
| Bàsic | 1 | 2 | 3 | 6 |
| Reforç | 1 | 6 | 2 | 9 |
| Total | 13 | 58 | 21 | 92 |

Table 13



Graphic 13

STUDENTS' PERCEPTIONS AFTER GRAMMAR EXPLANATION RESULTS

TABLE 14

| 3r A Ampliació | AFTER GRAMMAR EXPLANATION | 1 | 2 | 3 | 4 | 5 |
|----------------|--|---|---|---|---|----|
| Pregunta 1 | Has entès el contingut clarament? | | | 1 | 1 | 12 |
| Pregunta 2 | Has pogut seguir fàcilment tota l'explicació? | | | 1 | | 13 |
| Pregunta 3 | Creus que el fet d'explicar-ho en anglès i català t'ha ajudat en el teu procés d'aprenentatge? | 1 | 1 | 3 | 6 | 3 |
| Pregunta 4 | T'has sentit més còmode a l'hora de fer preguntes o expressar dubtes? | 1 | 1 | 3 | 4 | 6 |
| 3r A Reforç | | 1 | 2 | 3 | 4 | 5 |
| Pregunta 1 | Has entès el contingut clarament? | | | 3 | 3 | 6 |
| Pregunta 2 | Has pogut seguir fàcilment tota l'explicació? | | | 3 | 4 | 5 |
| Pregunta 3 | Creus que el fet d'explicar-ho en anglès i català t'ha ajudat en el teu procés d'aprenentatge? | 1 | | 4 | | 7 |
| Pregunta 4 | T'has sentit més còmode a l'hora de fer preguntes o expressar dubtes? | 1 | | 5 | 6 | |
| 3r A Basic | | 1 | 2 | 3 | 4 | 5 |
| Pregunta 1 | Has entès el contingut clarament? | | | 1 | 3 | |
| Pregunta 2 | Has pogut seguir fàcilment tota l'explicació? | | | 2 | 2 | |
| Pregunta 3 | Creus que el fet d'explicar-ho en anglès i català t'ha ajudat en el teu procés d'aprenentatge? | | | 1 | 2 | 1 |
| Pregunta 4 | T'has sentit més còmode a l'hora de fer preguntes o expressar dubtes? | 1 | | 2 | 1 | |

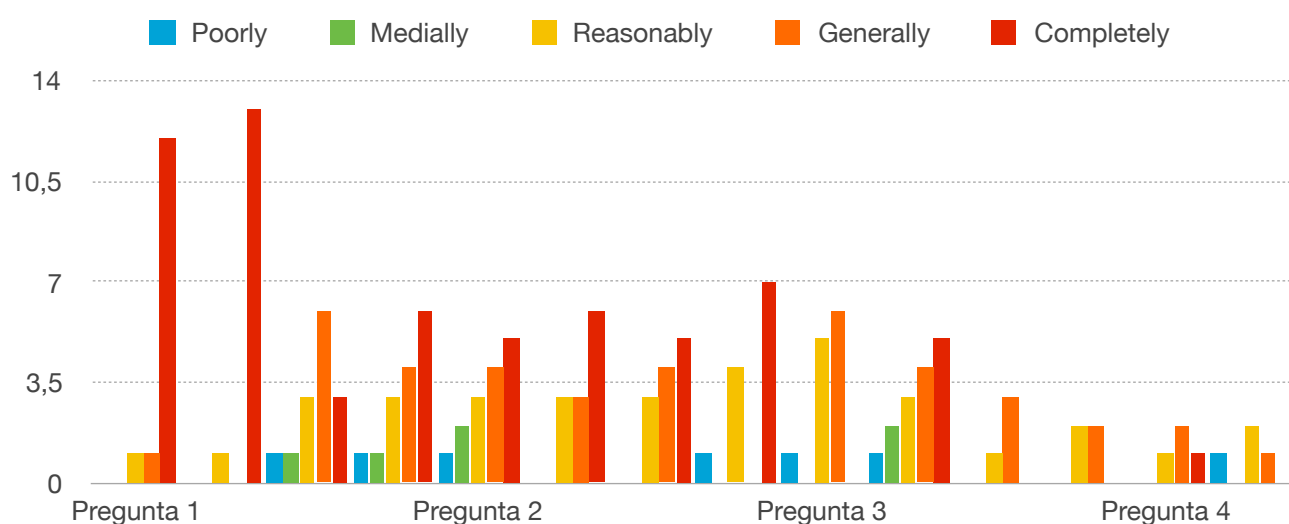


TABLE 15

| 3r B Ampliació | AFTER GRAMMAR EXPLANATION | 1 | 2 | 3 | 4 | 5 |
|-------------------|---|---|---|---|---|----|
| Pregunta 1 | Has entès el contingut clarament? | | | | 2 | 14 |
| Pregunta 2 | Has pogut seguir fàcilment tota l'explicació? | | | | 3 | 13 |
| Pregunta 3 | Creus que el fet d'explicar-ho en català t'ha ajudat en el teu procés d'aprenentatge? | 1 | 2 | 6 | 3 | 4 |
| Pregunta 4 | T'has sentit més còmode a l'hora de fer preguntes o expressar dubtes? | 1 | 1 | 6 | 2 | 6 |
| 3r B Reforç | AFTER GRAMMAR EXPLANATION | 1 | 2 | 3 | 4 | 5 |
| Pregunta 1 | Has entès el contingut clarament? | | | | 4 | 2 |
| Pregunta 2 | Has pogut seguir fàcilment tota l'explicació? | | | 1 | 2 | 3 |
| Pregunta 3 | Creus que el fet d'explicar-ho en català t'ha ajudat en el teu procés d'aprenentatge? | 1 | | | 4 | 1 |
| Pregunta 4 | T'has sentit més còmode a l'hora de fer preguntes o expressar dubtes? | 1 | 1 | 1 | 3 | |
| 3r B Basic | AFTER GRAMMAR EXPLANATION | 1 | 2 | 3 | 4 | 5 |
| Pregunta 1 | Has entès el contingut clarament? | | | 3 | 4 | 2 |
| Pregunta 2 | Has pogut seguir fàcilment tota l'explicació? | | 1 | 2 | 3 | 3 |
| Pregunta 3 | Creus que el fet d'explicar-ho en català t'ha ajudat en el teu procés d'aprenentatge? | | | | 4 | 5 |
| Pregunta 4 | T'has sentit més còmode a l'hora de fer preguntes o expressar dubtes? | | | 7 | 2 | 1 |

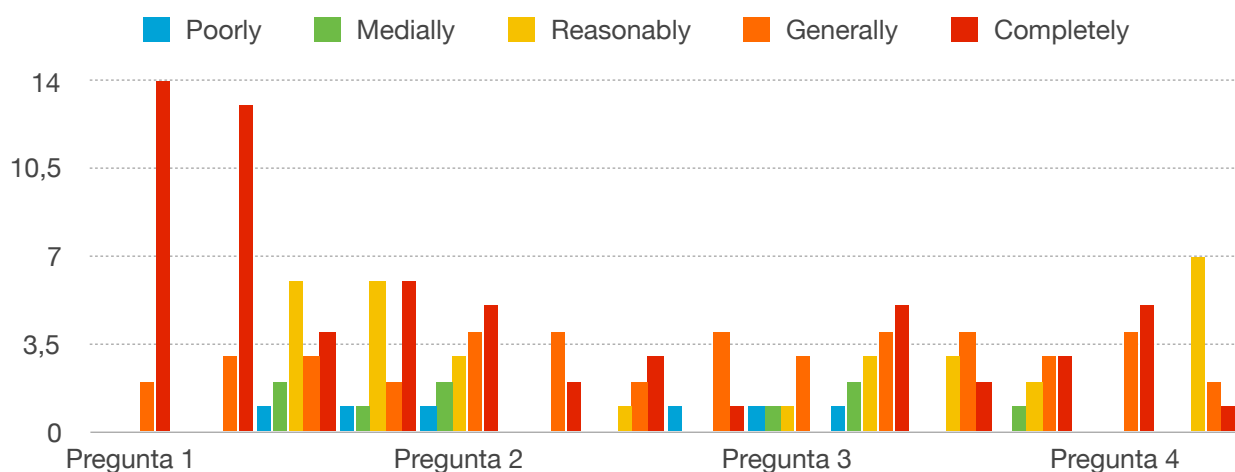
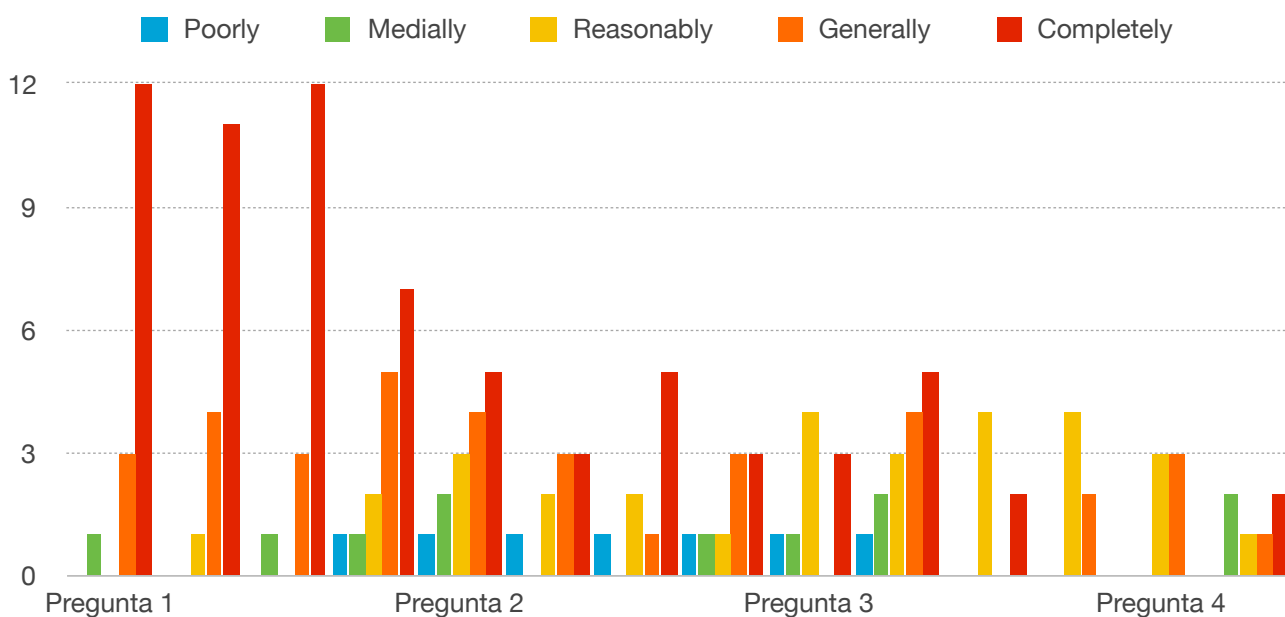


TABLE 16

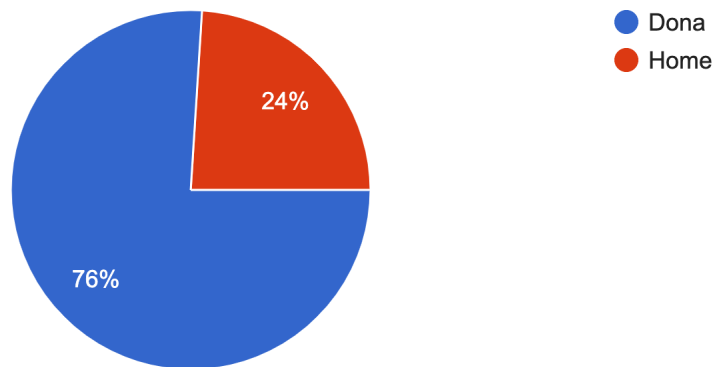
| 3r C Ampliació | AFTER GRAMMER EXPLANATION | 1 | 2 | 3 | 4 | 5 |
|----------------|---|---|---|---|---|----|
| Pregunta 1 | Has entès el contingut clarament? | | 1 | | 3 | 12 |
| Pregunta 2 | Has pogut seguir fàcilment tota l'explicació? | | | 1 | 4 | 11 |
| Pregunta 3 | Creus que el fet d'explicar-ho en anglès t'ha ajudat en el teu procés d'aprenentatge? | | 1 | | 3 | 12 |
| Pregunta 4 | T'has sentit més còmode a l'hora de fer preguntes o expressar dubtes? | 1 | 1 | 2 | 5 | 7 |
| 3r C Reforç | AFTER GRAMMER EXPLANATION | 1 | 2 | 3 | 4 | 5 |
| Pregunta 1 | Has entès el contingut clarament? | 1 | | 2 | 3 | 3 |
| Pregunta 2 | Has pogut seguir fàcilment tota l'explicació? | 1 | | 2 | 1 | 5 |
| Pregunta 3 | Creus que el fet d'explicar-ho en anglès t'ha ajudat en el teu procés d'aprenentatge? | 1 | 1 | 1 | 3 | 3 |
| Pregunta 4 | T'has sentit més còmode a l'hora de fer preguntes o expressar dubtes? | 1 | 1 | 4 | | 3 |
| 3r C Basic | AFTER GRAMMER EXPLANATION | 1 | 2 | 3 | 4 | 5 |
| Pregunta 1 | Has entès el contingut clarament? | | | 4 | | 2 |
| Pregunta 2 | Has pogut seguir fàcilment tota l'explicació? | | | 4 | 2 | |
| Pregunta 3 | Creus que el fet d'explicar-ho en anglès t'ha ajudat en el teu procés d'aprenentatge? | | | 3 | 3 | |
| Pregunta 4 | T'has sentit més còmode a l'hora de fer preguntes o expressar dubtes? | | 2 | 1 | 1 | 2 |



TEACHERS' PERCEPTIONS ON THE USE OF THE L1 RESULTS

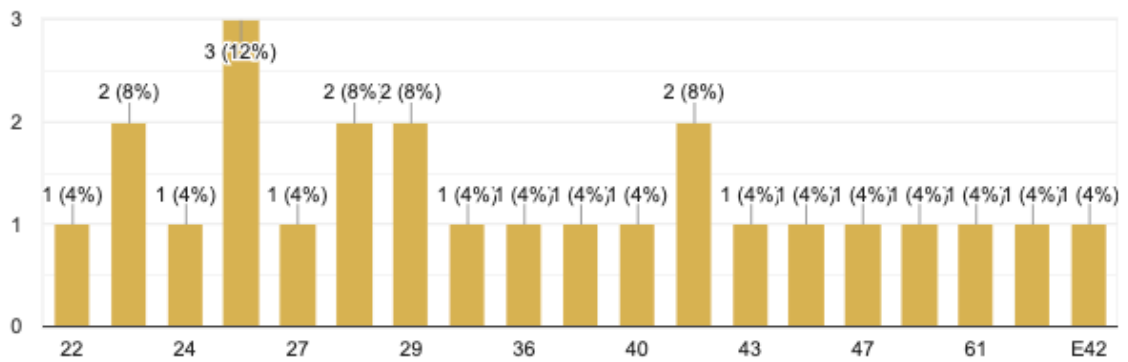
Gènere

25 respostes



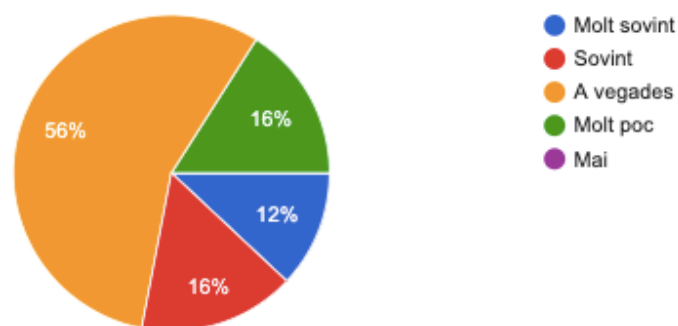
Edat

25 respostes



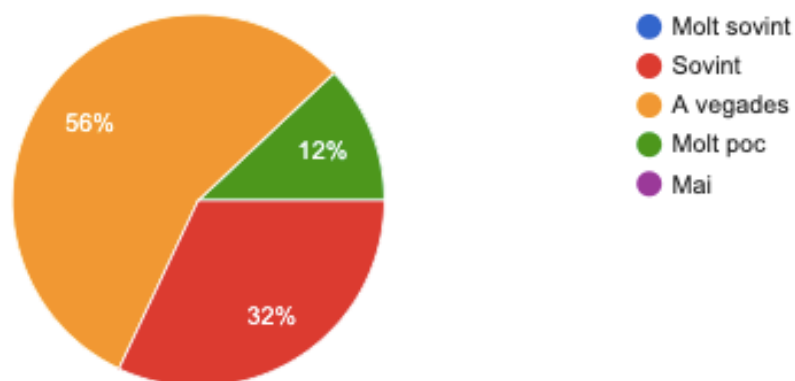
Amb quina freqüència utilitzes el català a l'aula d'anglès?

25 respostes



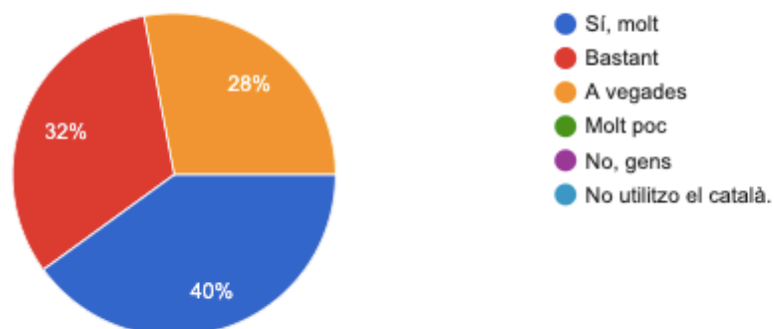
Utilitzes el català com a eina en l'explicació de gramàtica?

25 respostes



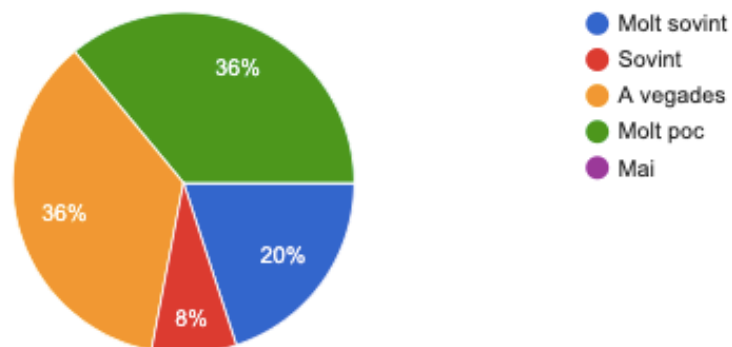
Si és que sí, creus que la comprensió dels alumnes millora utilitzant el català com a llengua complementària?

25 respostes



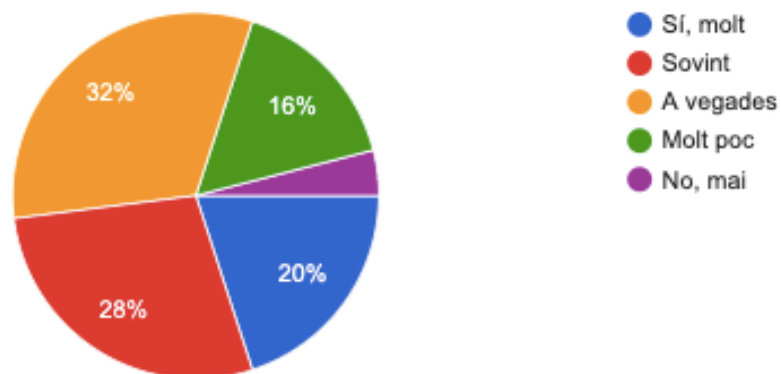
Utilitzes el català per a l'exemplificació dins l'aula d'anglès?

25 respostes



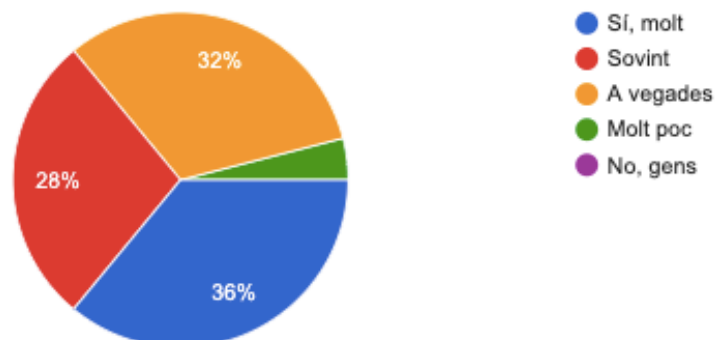
Et sents còmode utilitzant el català a l'aula d'anglès?

25 respostes



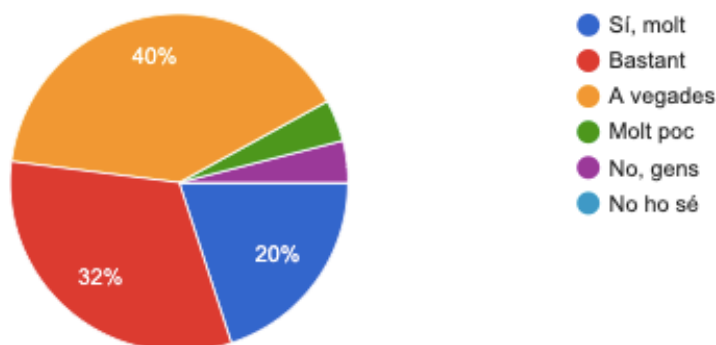
Creus que el fet d'utilitzar el català afavoreix la comprensió d'anglès dels alumnes?

25 respostes



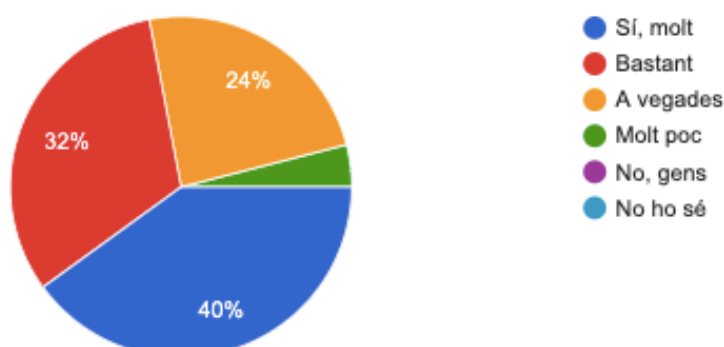
Creus que el fet d'utilitzar el català influeix positivament en el seu procés d'aprenentatge?

25 respostes



Penses que el fet d'utilitzar més d'una llengua fa que els alumnes siguin més competents lingüísticament?

25 respostes



Si ho desitges, aquest espai és per expressar la teva opinió:

5 respostes

Català may have a positives impact on the students learning competence. Yet, one must bear in mind that the English class is were students receive their maximum exposure to the english language

L'ús del català disminueix en la mida que els alumnes són més competents en llengua anglesa però no hem de pretendre no utilitzar-la mai. El fet de poder comparar diferents llengües és enriquidor i dona estratègies per afavorir l'aprenentatge autònom dels alumnes.

tom maguire

Crec que la utilització de la L1 dels alumnes alhora d'aprendre una nova llengua, especialment per a que puguin comprendre les estructures gramaticals i com s'assemblen o és diferencien de la seva llengua, els hi ajuda bastant a poder comprendre la llengua que aprenen, en aquest cas l'anglès. També crec que aquesta tècnica és molt més útil amb els alumnes als que els hi costa més, entendre la llengua estrangera, ja que d'aquesta manera podem assegurar-nos que la teoria l'entenen i només faltaria comprobar si la saben aplicar.

Tot depèn en gran mesura del nivell d'exposició a l'anglès a que els nens hagin estat exposats anteriorment. Si aquest ha sigut prominent, podem utilitzar l'anglès com a llengua plenament vehicular a les classes. En qualsevol cas, sempre s'ha de donar la opció a l'ús de la seva llengua materna per poder clarificar MOLT puntualment una traducció o un significat.

OBSERVATION GRID RESULTS

ESO 3 A — BOTH LANGUAGES

| Focus | Definition | Observations |
|--|--|--|
| Grammar | Modal verbs + Second Conditional | English as an AL and Catalan as the students' L1 used simultaneously. English used mainly, Catalan used as a tool. |
| Vocabulary | "Expressing ideas" | Campaign, weird animals, description vocabulary, expressing agreement/disagreement. |
| Use of L1 | - | At the beginning of the class used to break the ice, small talk or translate. During the class mainly used to exemplify, translate or put emphasis. Also, Catalan syntax used as comparison to English syntax. |
| Use of EAL | - | Used mainly throughout the whole session. All grammar explanation was in English, while the L1 was only used to exemplify or translate unknown vocabulary. |
| Participation | Teacher and students | By starting with the Picture of the weird animal, students were very motivated and participative. They would answer and ask questions. Students were encouraged to use Catalan if they were stuck or if they needed to. |
| Reflexive comments & Other areas of observation | | It was clear that the teacher was well prepared. At the end of the class, she admitted that she felt comfortable because that is the approach she usually uses when teaching; using English as much as possible but turn to Catalan to help with the class' development. |

ESO 3 B — L1 ONLY

| Focus | Definition | Observations |
|--|--|---|
| Grammar | Modal verbs + Second Conditional | Catalan as the L1 used only. |
| Vocabulary | “Expressing ideas” | Campaign, weird animals, description vocabulary, expressing agreement/disagreement. |
| Use of L1 | - | By the middle of the session students realised that that class was not regular and began using Catalan to communicate. |
| Use of EAL | - | At the beginning of the class, most of them were using English to talk to the teacher, even though she was using their L1. The notes on the board, the Power Point presentation and the grammar explicit on the screen was in English. At one point, the teacher used English to translate a sentence. Teacher reads examples on the board in English. Because she wanted to use as Little English as possible, she allowed them to read the grammar theory and examples and then, she would explain in Catalan. |
| Participation | Teacher and students | Students were very receptive. They enjoyed the activities and participated a lot more than in other sessions. |
| Reflexive comments & Other areas of observation | | The teacher’s opinion after the class was that she Felt much more comfortable in 3r A being able to use both languages. She said that the ideal class for her was using EAL mainly but not only and, being able to turn to Catalan when needed as an affective tool. At the end of the session, we asked the students if they had noticed something off, and they all agreed that the class had been taught entirely in Catalan. The teacher admitted that it had been a Big challenge for her. |

ESO 3 C — TL ONLY

| Focus | Definition | Observations |
|--|--|---|
| Grammar | Modal verbs + Second Conditional | English as the TL used only. |
| Vocabulary | “Expressing ideas” | Campaign, weird animals, description vocabulary, expressing agreement/disagreement. |
| Use of L1 | - | A few students use Catalan for questions and translation purposes. Students use Catalan to clarify: “Això en català és...?”. For the sake of comprehension, teachers writes translation in Catalan on the board, but does not speak it. |
| Use of EAL | - | Teacher uses English only. Most students use English mainly. As the hour goes by, students answer and ask in English only, not in Catalan anymore. Revision from previous session in EAL. When asked to discuss among them, students use their L1. One student even asks: “En anglès?”. If asked directly to one of the students, they answer in English. Because the teacher is only allowed to speak in EAL, she repeats the grammar theory in different words and providing different examples. |
| Participation | Teacher and students | Students are very participative, it is clear that they like the introductory exercise (weird animals description). The more students participate, the more Catalan they speak. |
| Reflexive comments & Other areas of observation | | Teacher did a very good job. She followed the instructions given and did not use the L1 at any point. At the end of the session, she admitted that she missed using Catalan because, in her opinion, it is a very useful tool in the EAL class, especially to build bridges between languages. When asked for specific translation of a word, the teacher explained the meaning instead of giving the translation straight away. In the end, she admitted that that was very time consuming for the class. |

Language Focus • can / may / might / could; must / can't; perhaps

I can make deductions and talk about possibility in the present and future.



Grammar animation **i**



1 Complete the sentences with the modal verbs from the article on page 70. Which sentences suggest a) possibility and b) certainty?

- 1 A spontaneous act of kindness (...) change another person's life.
- 2 Life (...) be easy for musician Daniel Black.
- 3 With expensive surgery, he (...) walk again.
- 4 Ethan Whittington, who (...) be very kind himself, ...
- 5 You (...) not benefit personally, but you'll feel good about yourself.
- 6 You (...) encourage people to be kind to you, too.



2 Choose the correct words to complete the rules.

RULES

- 1 We use modal verbs *could*, *may* and *might* + infinitive without *to* to talk about things that are possible in the present and the **past / future**.
- 2 We only use *can* for **present / future** possibility.
- 3 We can use *can't* and *must* for deduction in the present. We use **can't / must** when we are sure something is true and **can't / must** when we are sure something is not true.

Take note

Spread kindness to others today. *Perhaps* it'll change their lives!
 Spread kindness to others today. It *could / may / might* change their lives!



3 Find and correct the mistakes in the sentences.

- 1 You might changed Jo's day by smiling at her. **X**
- 2 Being kind could the answer to society's problems. **X**
- 3 Perhaps people can't be kinder in the future. **X**
- 4 Glen, Daniel and Sarah must being very kind people. **X**
- 5 You perhaps give money to a homeless person in your area instead of giving it to charity. **X**
- 6 You can be hungry! You have just eaten a whole pizza! **X**



4 Rewrite the sentences using the words in brackets.

- 1 It's possible he'll give the money to charity. (might)
- 2 She could get an award next week. (perhaps)
- 3 It's possible to learn a lot from kind people. (can)
- 4 Jane's not answering her phone so obviously she's asleep. (must)
- 5 Jason is ill so there's no way he'll play football tomorrow. (can't)

5 Put it together Work in pairs. Take turns to suggest possible explanations for the situations in the photos. Use *can*, *may*, *might*, *could* and *perhaps*.

He might be helping them find their way.

The girls may be friends.

He can't be afraid of heights.

She could be his grandma.



Language Focus • Second conditional

I can talk about impossible and unlikely situations in the present.



Grammar animation **i**



1 Study these sentences from Ex. 3 on page 72. What tense are the **bold** verbs?

- If more people **were** like Robert, the world would be a better place.
- If those people **had** jobs, they wouldn't need to sell baby gorillas.
- If I **had** to choose just one person, it'd be a grandmother ...
- If I **were** you, I'd start thinking of other ideas.



2 Complete the rule with the correct options.

RULE

We use **if + present / past simple** to describe a **likely / an unlikely** situation, then **would + infinitive** without **to** to describe the **result / location**.

Take note

If I became a volunteer, **would I have** to work in the evening?
Would I have to work in the evening if I became a volunteer?



3 Complete the sentences with the correct second conditional form of the verbs in brackets.



4 Listen and check your answers. Then tell a partner what changes you would make.

5 Complete the sentences using your own ideas.

- If I did nothing all day, ...
- If they closed all schools, ...
- I would help my neighbour if ...
- My parents would support me if ...
- The world would be a better place if ...
- If computer games were banned, ...
- I would rescue baby gorillas if ...
- I would volunteer to help other people if ...



6 Put it together Work in pairs. Take turns to ask and answer questions 1-8. Use the second conditional.

What would you do or say if you ... ?

- (find) money
- (see) someone in danger
- (meet) a famous person
- desperately (need) help
- suddenly (become) rich
- (find) chocolates on your desk
- (protest) against something
- (forgot) your homework

If you found £200 in the street, what would you do?

If I found £200 in the street, I'd hand it in to the police.



If I ruled the world ...

What changes (1 you / make) if you ruled the world? Here's what people in the street said:

If I (2 be) a member of the government, I (3 support) the poor. Ana, 16

I (4 stop) bullying in schools if I (5 have) the power. Jez, 15

If I (6 be) president of the world, I (7 stop) teachers giving homework! Kara, 14

I (8 allow) young people to vote if I (9 can) make changes. Andreas, 16

If it (10 be) up to me, I (11 introduce) taxes on junk food. Fin, 15