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Using Informed Translation Practices to Learn English through Creative Tasks

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ABSTRACT

This Final Masters' Thesis is a study of the students' and teacher's uses of the Mother Tongue in the English lessons. It is aimed at finding the right learning tools and strategies to facilitate the students' learning of English through creative tasks. The study analyses the 2nd ESO English teachers and students' answers to the questions formulated in three instruments: Firstly, a student survey about the use of the MT in their English Lessons and the "Translation for Other Linguistic Contexts (TOLC)" (González-Davies, 2014, p.2) applications that learners use to address English tasks. Secondly, a teacher survey on their preferences about the learners' MT use in the English classroom. Thirdly, some teachers' interviews analyzing their views on pedagogically-informed MT uses in the English classroom. The results show that as the English teachers prefer monolingual lessons, the students either overuse the MT in non-pedagogically-informed ways or use avoidance strategies to face the English tasks. The main conclusion is that, agreeing with Cummins' "Interdependence Hypothesis" (1984, p.68), teaching pedagogically-informed uses of the MT in the AL classroom through self-reflective and contrastive translation tools and strategies can help the students to learn English by fulfilling creative tasks. Under these guidelines, a Didactic Unit proposal is formulated, intended to teach the students different TOLC strategies.

Key Words: Additional Language Learning, Didactic Unit, Interdependence Hypothesis, Task-Based Learning, Translation for Other Linguistic Contexts (TOLC).

RESUM

Aquest Treball Final de Màster és un estudi de l'ús que fan estudiants i docents de la Llengua Materna a les classes d'anglès, amb l'objectiu de trobar les eines i estratègies d'aprenentatge adients per facilitar als estudiants l'aprenentatge de l'anglès mitjançant tasques creatives. L'estudi analitza les respostes d'estudiants i professors d'anglès a 2n d'ESO a les qüestions formulades a tres instruments: En primer lloc, una enquesta als estudiants sobre l'ús de la LM a les seves classes d'anglès, així com de les aplicacions de "Traducció a Altres Contexts d'Aprenentatge (TOLC)" (González-Davies, 2014, p.2) que empren els estudiants per realitzar tasques d'Anglès. En segon lloc, una enquesta als professors sobre les seves preferències d'ús de la LM a les classes d'anglès. En tercer lloc, entrevistes als docents analitzant les seves visions envers usos pedagògicament-informats de la LM a la classe d'anglès. Els resultats mostren que els professors d'anglès prefereixen lliçons monolingües, fent que els estudiants emprin la LM de formes no justificades pedagògicament o bé que evitin dir el que no sàpiguen expressar en anglès. La conclusió principal és que, d'acord amb la "Hipòtesi de la Interdependència" de Cummins (1984, p. 68), encoratjar usos pedagògicament informats de la LM a les classes d'Anglès com ara eines i estratègies de traducció reflexives i contrastives, pot ajudar els estudiants a aprendre Anglès fent tasques creatives. Sota aquestes directrius, es formula una proposta d'Unitat Didàctica, amb l'objectiu d'ensenyar els estudiants diverses estratègies de traducció i mediació lingüística.

Paraules Clau: Aprenentatge basat en Tasques, Aprenentatge de Llengües Addicionals, Hipòtesi de la Interdependència, Traducció a Altres Contexts d'Aprenentatge (TOLC), Unitat Didàctica.

RESÚMEN

Este Trabajo Final de Máster es un estudio del uso que estudiantes y profesores hacen de la Lengua Materna en las clases de inglés. Tiene como objetivo encontrar las herramientas y estrategias de aprendizaje adecuadas para facilitar a los estudiantes el aprendizaje del inglés mediante tareas creativas. El estudio analiza las respuestas de estudiantes y profesores de inglés en segundo de ESO a las cuestiones formuladas en tres instrumentos: En primer lugar, una encuesta a los alumnos sobre el uso de la LM en sus clases de inglés, así como de las aplicaciones de “Traducción en Otros Contextos de Aprendizaje (TOLC)” (González-Davies, 2014, p.2) que utilizan para realizar tareas creativas en inglés. En segundo lugar, una encuesta a los profesores sobre sus preferencias sobre los usos de la LM en las clases de la lengua adicional. En tercer lugar, entrevistas a los docentes analizando sus opiniones acerca de posibles usos pedagógicamente informados de la LM en las clases de inglés. Los resultados muestran que los profesores de inglés prefieren clases monolingües, haciendo que los estudiantes utilicen la LM de formas no-justificadas pedagógicamente, o eviten aprender lo que no sepan expresar en inglés. La conclusión principal es que, de acorde con la “Hipótesis de la Interdependencia” de Cummins (1984, p. 68), fomentar usos pedagógicamente informados de la LM en la clase de inglés, como herramientas y estrategias de traducción reflexivas y contrastivas, puede ayudar a los estudiantes a aprender inglés realizando tareas creativas. Bajo estas directrices, se formula una propuesta de Unidad Didáctica centrada en enseñar a los estudiantes estrategias informadas de traducción y mediación.

Palabras Clave: Aprendizaje basado en Tareas, Aprendizaje de Lenguas Adicionales, Hipótesis de la Interdependencia Lingüística, Traducción en Otros Contextos de Aprendizaje (TOLC), Unidad Didáctica.

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1) INTRODUCTION

The democratization of the school centers has entailed an abandonment of the former hierarchical, teacher-centered, “Transmissive” (Miller in Johnson, 2010, p.1) approaches, in which learners had to memorize predesigned knowledge and return it back to the expertise. Nowadays, teachers advocate for student-centered methodologies instead. Task-Based Learning is a popular “Transactional” (2010, p.1) approach, where learning is autonomously “constructed by students, as they connect their past knowledge with new information” (Santrock in Johnson, 2004, p.1) in order “to complete a task” (Bilsborough, 2017, p.1).

Despite increasing the students’ autonomy and fostering their creative communicative opportunities, “Task-Based Learning” (p. 3) works best on subjects taught in the students’ HL than in the AL, because the approach asks for learners who already have “language resources to be able to complete the task” (Bilsborough, 2017, p.3). 2nd ESO students with a lower prior English knowledge have difficulties to learn the AL and successfully fulfil the creative English tasks.

Some students attempt to complete the English tasks by acting in accordance with their teachers’ dominant “Berlitz Method” (Gouin and Sauveur in Richards and Rodgers, 2014, p. 11) English monolingual policies. The students use “avoidance strategies” (Zojer, 2009, p.35) to complete the task, reproducing the English they already know. This prevents the students from effectively learning the AL in the process. Other learners either follow “Natural Approach” (Krashen and Terrell in Richards and Rodgers, 2014, p.180) policies, and freely overuse their HL as a replacement of the AL communicative tool, or resort to unreflective literal translation practices to get their creative messages across.

Drawing from the need to introduce TBL into our secondary school heterogeneous-level groups, and the existent research gap on this topic, this Final Masters' Thesis aims at coming up with solutions to widen the learners' prior linguistic repertoire, and effectively learn the AL through the completion of creative English tasks.

The study addresses the given main aim through a student survey, a teacher survey and a teachers' interview, by exploring the four specific objectives of this research: First, to examine the teachers' language policies and how these affect learners' TBL; secondly, to explore the difficulties that learners with low prior English knowledge face when engaging in TBL; thirdly, to examine if the learners' uses of their Home Language are the most adequate ones for the learning of English as an Additional Language, and fourthly, to determine if the given uses of translation fulfil the same function.

The establishment of relations between the students' problems in English TBL and the strategies they use for AL learning will provide a reflection on whether secondary school AL learners should maintain the adoption of implicit, monolingual English learning and translation techniques, or implement explicit bilingual "Translation for Other Linguistic Contexts (TOLC)" (Esteve and Gonzalez-Davies in Pereña, 2016, p.11) ones instead.

Results will show that learners past the "Critical Period for Language Acquisition" (Lenneberg, 1967) need explicit teaching of the English "Declarative Rules" (Kormos, 2006, p.150-162) to effectively understand and learn the English language. Therefore, a self-reflective and contrastive use of translation that allows learners to "transfer their proficiency and cognitive skills from one language to another" (Cummins in Colomé, 2001, p.68), is advised, for them to use their HL and translation during English TBL.

Finally, the study will make a Unit Planning proposal based on teaching the students pedagogically-informed uses of their Home Language and of TOLC learning strategies.

The idea is for them to come up with creative task answers, and make a self-reflective and contrastive use of translation to learn how to convey these messages in English, learning the AL in the process.

2) OBJECTIVES

This dissertation has the main objective of finding out informed translation practices to help students with a lower prior English knowledge to fulfil creative English tasks, learning the Additional Language in the Process.

The specific objectives of the study are:

1. To examine the teachers' and learners' positions regarding the use of the students' HL for English learning.
2. To explore the difficulties students with lower prior AL knowledge encounter when facing creative English tasks.
3. To determine if the students' current uses of their Home Language in the Additional Language classroom help them to learn new English.
4. To identify the pedagogically-informed TOLC strategies that the students know.
5. To design a Unit Planning that teaches the students to self-reflectively translate their HL creative messages into English, learning the AL as they fulfil the task.

3) THEORETICAL FRAMEWORK

The democratization of school centers has resulted in a change from “Transmissive” (Miller in Johnson, 2010, p.1) teacher-centered lessons, focused on the students’ completion of activities to return the pre-designed knowledge back to the teacher, towards “Transactional” (2010, p.1) student-centered sessions, where knowledge is “constructed by the students, as they connect their past knowledge with new information” (Santrock in Johnson, 2004, p.1). This way, learners can “learn by doing” (Schank in Punset, 2007, 6:13-8:13), as they create “products or performances to address everyday-like problems” (Johnson, 2010, p.1). The objective here is not “to learn a given language structure” but to “complete the task” (Bilsborough, 2011, p.1).

Despite TBL’s potential to foster the students’ motivation, autonomy and self-learning skills, and its successful application to subjects taught in the students’ mother tongue, many educators do not implement it to AL teaching. The reason is that 2nd ESO English learners from heterogeneous-level groups have some students with a low English knowledge, who often experience difficulties to establish implicit connections between their prior HL and new AL knowledge. Limited by the teachers’ monolingual policies and by an implicit usage of the students’ Home Language, learners adopt “avoidance strategies” (Zojer, 2009, p.35), not learning the AL in the process of completing the task, but reproducing the AL knowledge they already know. Other times, AL students overuse their Home Language in unmeaningful ways, compromising their “native English input for proper communicative literacy” (Krashen in Richards and Rodgers, 2014, p. 181).

Teaching the students informed “Translation for Other Linguistic Contexts (TOLC)” (Esteve and Gonzalez-Davies in Pereña, 2016, p.11) learning strategies, allows them to make a contrastive, explicit and self-reflective use of their Home Language’s prior

knowledge. This allows the students to learn English in the process of translating their Home Language creative ideas into the Additional Language, successfully addressing the tasks. Implementing TOLC to AL learning can allow learners to develop self-learning skills and become competent in the Attitudinal and Plurilingual Competence. Students learn language-specific “Linguistic knowledge” (Esteve and González-Daves in Pereña, 2011, p.12) on how English and the Mother Tongue particular language systems work; “Encyclopedic Knowledge” (p.12) such as cultural differences across languages; and “Transferring Skills” or translation resources and strategies that can be strategically used to obtain accurate translations based on real language use. As argued by González-Davies, an adequate use of “Translation Studies has a substantial potential in AL learning that has been greatly underexplored” (in Pereña, 2014, p.1). However, it can help the students to learn English while successfully making creative tasks.

3.1) The Evolution of Translation in Additional Language Teaching

The potential of Translation for AL learning has been historically overlooked, either “regarded as a mere one-to-one transferring between languages” (González-Davies, 2014, p.2) or eliminated in the “Direct Method” (Krashen and Terrell in Richards and Rodgers, 2014, p.11) implicit bilingual practices, or the “Berlitz Method’s” (Gouin and Sauveur, in Richards and Rodgers, 2014, p.11) dominant monolingual policies. These methods are grounded on Krashen’s eager “Acquisition/Learning Hypothesis” assumption that the process of AL Learning should parallel First Language Acquisition (in Richards & Rodgers, 2014, p.191), and in the “Interference Hypothesis” (Cummins in Colomé, 2001), idea that English teaching should be carried out in the AL, in order to avoid negative transfer between languages known by the speaker” (González-Davies, 2014, p.2).

3.1.1) Grammar Translation

Originated in the mid 1950s, the “Grammar-Translation Method” (Seidenstücker et. al. in Richards and Rodgers, 2012, p.5) was the first contribution of translation to Additional Language Learning. It originated from teaching Latin as a Lingua Franca, for business and administration purposes. It is focused on conducting the literal translation of artificial AL sentences and small literary texts to the students’ mother tongue, for the learners to implicitly acquire the AL’s grammar. Although it was effective to improve the learners’ AL reading skills, it was “rejected as a legitimate language teaching method by modern scholars” (Richards and Rodgers, 2014, p.7) for a number of reasons, which brought translation uses in AL learning an undeserved bad reputation.

Grammar-Translation was a “straightforward one-to-one transference between languages” (González-Davies, 2014, p.2) that focused on a given set of artificial premade sentences and texts. It assumed elder students to be implicit acquirers of the AL grammar rules, and ignored the differences between the languages and the teaching of explicit strategies to mediate between them. The students, whose main lessons were in their Home Language, did not learn to be creative or effective communicators through this method. This led educators to forget about translation and condemn the use of the Home Language in the AL classroom. From then on, teachers began focusing on implicit learning methods based on the “Communicative Language Teaching” approach (Wilkins et. al. in Richards and Rodgers, p.153), which focused on fostering communicative proficiency rather than the mere mastery of language structures” (Richards and Rodgers, 2014, p. 153).

3.1.2) The Berlitz Method

The “Berlitz Method” was proposed by Gouin and Sauveour in 1978 as a still dominant way of applying the “Communicative Language Teaching” approach (Wilkins. Et. al. in

Richards and Rodgers, p.153). It consists of providing the English learner with similar conditions as those of a Native Speaker: implicit grammar teaching and acquisition through intensive monolingual immersion, and exposure to the native input. It can be effective for younger children who are still in the age frame of 0 to 6 years old to fulfil a native “Phonological Acquisition” (Lantos in Manrique et. al, 1999, p.193) of English. It can have also benefitted on students from 0 to 12 with a good AL prior knowledge, able to acquire the English Grammar (Hartshorne, 2018) up to an extent. However, it may fail to implicitly teach elder students, or those with a lower prior English knowledge.

English students who are past the “Critical Period for Language Acquisition” (Lenneberg, 1967) and have a lower prior English knowledge, get demotivated at their difficulty to learn English grammar and pronunciation implicitly, when trying to fulfil English tasks creatively. Conditioned by being allowed to exclusively use the AL in the English classroom, and advised to refrain from translation practices, the students adopt avoiding strategies to face the creative tasks. This way, students do not learn the AL in the process, but reproduce what they already know (Wilkins in Richards and Rodgers, 2014, p. 153).

3.1.3) The Natural Approach

The “Natural Approach” was designed by Krashen and Terrell in 1988. It shared with “Communicative Language Teaching” (Richards and Rodgers, p.153) a focus on working with authentic texts, communicative situations, implicit learning through linguistic immersion, and the ambitious aim that the students achieve a native-like English performance. However, Krashen and Terrell claim that “acquisition can take place only when people understand messages in the target language” (1988, p.19), and allow a natural spontaneous use of the Home Language in the English classroom, followed by a correction of the students’ grammar errors by teachers. Supporters of the Natural

Approach, however, often regret allowing their students to use their Mother Tongue in the English lessons in non-contrastive or self-reflective ways, as learners overuse them at the lack of consensus about when and what for it should be used. This undermines the learners' exposure to English, who use the HL as a more effective communicative replacement for the AL, in its higher possibilities to address the communicative tasks.

3.2) TOLC: An Informed use of Translation in the AL Classroom

It was not until more recent findings on the “Critical Period Hypothesis” (Lenneberg, 1967), together with the “Interdependence Hypothesis” (Cummins, 2008) arguments, that the nativist ideas of teaching English implicitly as a Mother Tongue at a late age were questioned, and the Chomskian conception of the ideal speaker as the native one (in Saniei, 2011) rejected. A distinction was established between First Language Acquisition and Additional Language Learning. The latter stands for a refocus on a self-reflective and contrastive use of translation strategies that parallels the explicit teaching of English as an Additional Language. Teenage learners can find the prior knowledge needed to fulfill creative Tasks in their HL, and translate their answers into English, effectively learning English as an AL in the process of task-completion.

3.2.1) The Critical Period Hypothesis

Recent findings in the CPH (Lenneberg, 1967) set a biological “higher neuron myelination and brain plasticity for native phonological acquisition” (Lantos in Manrique et. al, 1999, p.193) to the first 6 years of life, and the period for “grammar acquisition” up to the age of 12 (Hartshorne, 2018). According to the theory, after 6 years old, the students cannot implicitly acquire the native “Phonetic Categories” of the AL system (Schovel, 1998, p.54), and “select” the ones acquired from their Home Language” (Level in Kormos, 2006, p.158) instead, adopting a foreignized AL speech.

Learners beyond 12 are said not to be able to implicitly acquire the grammar rules of the English language system, needing the Additional Language's "Declarative Rules" (Kormos, 2006, p.150-162). These rules are understood as the explicit instruction of the given language, which means that the students can implicitly acquire a Mother Tongue when young, but have to explicitly learn English as an Additional Language later on.

3.2.2) The Interdependence Hypothesis

Cummins' also advocates for a pedagogically-informed, explicit use of translation in Additional Language Teaching. In his "Interdependence Hypothesis" (Cummins in Colomé, 2001), he claims that "it is possible to transfer cognitive/academic or literacy-related proficiency from one language to another" (p.68). According to this, students naturally learn English as an AL by relating its new linguistic knowledge to the one of their current linguistic repertoires. Unlike Grammar Translation, TOLC is not a "straightforward one-to-one transference between languages" (González-Davies, 2014, p.2) but an explicit, contrastive and self-reflective development of the students' attitudinal and plurilingual competence. It accomplishes this through the learner's transferring of "linguistic, and encyclopedic" (Esteve and González-Davies in Pereña, 2016, p.12) knowledge across languages, establishing the similarities and differences between them.

3.2.3) The benefits of TOLC

"Translation as used in Other Language Contexts (TOLC)" (González-Davies, 2014, p. 1) refers to the "use of translation as a pedagogically-informed tool to acquire the linguistic and intercultural competence in learning contexts which are not specifically focused on professional translators' training" (p.1). Based on the "Plurilingual and Multicultural Integrated Teaching Approach (IPA)" (González-Davies and Esteve, 2020, p.5), TOLC has not only applications to the development of the students' multi-

componential knowledge, together with their development of cognitive, metacognitive and socio-affective learning strategies in Plurilingual and Multicultural settings. It also provides the students with an effective tool for the learning of English as an Additional Language, and develops their attitudinal and plurilingual competence, especially in bilingual contexts and heterogeneous-level groups.

Based on Cummins' ideas of "Cross-language Connectivism" (2008, p. 68), TOLC allows learners' "construction" (Vygotsky in Regader, 2019, p.1) of new English knowledge through contrastive cultural and linguistic analysis between their Home Language and the Additional Language. It develops learners' "linguistic and mediation skills" (Esteve and González-Davies in Pereña, 2016, p.12), and teaches them "linguistic knowledge" (p.12) to understand how each system works, "encyclopedic knowledge" (p.12) to understand each language's cultural traits, and "transferring skills" (p.13) to apply the right tools and strategies to produce adequate translations in both content and form.

Unlike previous approaches that focused on literal, uninformed uses of translation, TOLC involves an explicit, self-reflective and contrastive use of the students' Home Language and Additional Language, making it an ideal strategy to learn English as an AL.

3.2.4) Applications of TOLC to Task-Based Learning

Translation understood as TOLC helps the students to "relate their prior knowledge to improve Additional Language Learning in a natural and creative way, reinforcing student-centered learning" (Esteve and González-Davies in Pereña, 2016, p.12). This addition of the Home Language to the students' working linguistic repertoire can help beginners to creatively engage in "Task-Based Learning" (Bilsborough, 2017, p.3), so that they can "successfully complete the tasks" (p.3) through their HL creative possibilities. Furthermore, when applied to TBL, TOLC "promotes the learners' ability to expand their

range of expressions, as it does not allow the students to resort to avoidance strategies, because they are forced to translate a particular text” (Zojer, 2009, p.35). This also “creates autonomous students, as they are in charge of the translation task, while the teacher acts only as a moderator or facilitator” (Leonardi, 2010, p.86).

3.3) The current legislation of AL Teaching in Catalonia

There is an evident gap in research on translation tools for teachers to effectively engage their heterogeneous-level student groups in transactional TBL and transformational PBL settings. English level diversity should not be a hinderance for educators to do so. However, the former teaching institutions and researchers are coming up with new English teaching approaches than can be used to address this growing educational need.

3.3.1) The 2018 CEFR Companion Volume with New Descriptors

The recent Companion Volume to the CEFR with New Descriptors (Council of Europe, 2018) is adopting an “Optimal Position” for English learning (Macaró 2001, p.535) “focusing less on achieving a native performance level”, nearly impossible at a teenage age, than on making “competent cross-linguistic communicators” (Council of Europe, 2018).

The document includes English assessment rubrics with new qualitative markers for each criterion, in order to allow the students to become more competent, and to focus on the aspects of language that they need to improve. It also emphasizes the need of including mediation as an AL area, and of Additional English Teachers to train the students in the Attitudinal and Plurilingual Competence. Providing learners with TOLC mediation strategies can help them acquire this competence, at the time they use their Home Language knowledge to learn English while participating in creative tasks.

3.3.2) The Plurilingual Curriculum in Catalonia

Similarly, the Catalan Teaching Department has created a new text entitled: “The Language Model of the Catalan Education System” (*Gencat Ensenyament*, 2018), proposing a “Plurilingual and Intercultural Integrated Approach” (p.6), as a possible solution to recognize the students’ diversity while developing contrastive cultural and linguistic mediation strategies in the students. The idea behind it is that learners can make a meaningful use of their Home Language, constructing their AL knowledges in relation to their HL ones. Using TOLC within the Plurilingual Framework engages the students in competence-based, transformative language learning (Gencat, 2018), as they learn by facing everyday-life linguistic challenges in an autonomous way, growing able to abandon reproductive techniques, and to autonomously contribute to the improvement of the world as active members of society.

4) METHOD

This dissertation has the aim of finding out a way to help the students with a lower prior English knowledge to fulfil creative English tasks, learning the Additional Language in the process. It involves three 2nd ESO English teachers and 60 students from heterogeneous-level groups, and originally, three data-gathering instruments: a teacher survey, a student survey and a teachers’ interview.

The formulated questions are intended to find out the teachers and learners’ views on the use of the students’ Home Language as an English-Learning tool, and the difficulties that the students with a lower prior English knowledge face to learn English through TBL under these positions. They explore if the learners make pedagogically-informed uses of

their Home Language, and if using avoidance strategies can help them to learn new English or if, on the contrary, it makes learners reproduce what they know. Finally, the given questions try to identify pedagogically-informed TOLC strategies for the students to learn English by using their Home Language as prior knowledge for creation, and the Additional Language learning through meaningful translation of their former ideas.

The data collected will be used to design a Unit Planning proposal that can allow the students to use their Home Language as prior linguistic repertoire for creative Task-Based Learning, and to learn new English through an effective use of TOLC strategies.

4.1) Contextualization

The present research was carried out in a semi-private, secondary school, located in a middle/working class neighborhood of Barcelona, but it can fit any other educational center with similar contextual conditions. In order to keep the school's privacy, it will be referred to as *Participating School*. The students come from different socioeconomic backgrounds. Some are paid the school tuition by their working or middle-class parents, whereas others attend lessons thanks to school grants provided to single-parent households, large families and those at risk of social exclusion. Two thirds of the students are Catalan or Spanish natives, and one third are 2nd/ or 3rd generation newcomers from Asia, Africa and South-America.

The students are not separated by class, gender or English level. Their mother tongue is mainly Spanish, followed by Catalan. In some cases, it is English or Chinese, but learners have acquired Catalan and Spanish as an Additional Languages at school. Therefore, the students are all generally proficient in at least one of the dominant official languages. Learners have more difficulties with English than Catalan or Spanish. Some come from

schools with a low English level Others take extracurricular language academy lessons that generally follow the Direct or the Berlitz Method.

Having some students with a low prior English knowledge complicates the implementation of “Task-Based Learning” (Bilborough, 2017, p.1) methodologies. These require learners to combine their prior linguistic knowledge with creative production skills to learn new English by fulfilling tasks. The same happens with “Project-Based Learning” (Bilborough, 2017, p.1), where the students are asked to create a final product or presentation on a way to improve the world, society or the environment.

These practices are common at the school’s Catalan and Spanish interdisciplinary CLIL methodologies, where the students learn both language and content from different subjects at the same time, engaging in interdisciplinary TBL and PBL too. This goes hand in hand with the school’s policy to help learners to “learn to learn by doing with practical subjects” (Schank in Punset, 2007, 6:13-8:13) and to undergo a “holistic education that develops their unique talents and capabilities to the fullest extent” (Miller in Johnson, 2015, p.2). The school has made innovative timetable readjustments to divide subjects into teacher-centered standalone specific ones like French, and Co-Taught Interdisciplinary Projects, more focused on TBL/PBL learner-centered methodologies:

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	Projects		Projects		Projects		Projects		Projects	
09.00h-10.00h	Projects		FR B4 VIP B5	208/209 208	ANG B3 MAT B1	225 208	ANG B2 MAT B3	225 509	VIP B4 EF B5	223 GIM
10.00h-11.00h	Projects		FR B5 VIP B4	208/209 208	ANG B1 MAT B2	208 509	ANG B3 MAT B1	509 208	VIP B5 EF B4	223 GIM
11.00h-11.30h	ESBARIÓ									
11.30h-12.30h	ANG B1 MAT B2 PL B3	208 509 225	ANG B3 MAT B1 TL B2	509 208 225	Projects		NEI (208/209)	Projects		NEI (208/209)
12.30h-13.30h	ANG B2 MAT B3 PL B1	225 509 208	ANG B1 MAT B2 TL B3	208 509 225	Projects		NEI (208/209)	Projects		NEI (208/209)
13.30h-15.00h	DINAR									
15.00h-16.00h	Projects		Projects		DEDICACIÓ		EF B4 FR B5	GIM 208/209		
16.00h-17.00h	Projects		Projects		DEDICACIÓ		EF B5 FR B4	GIM 208/209		

The *Participating School* is well-known for its student-centered creative tasks and projects. However, English remains in the specific subjects' list, as the level gap between the learners, together with the English teachers' monolingual policies, reduces the chances of students with a lower prior English knowledge to learn the AL through tasks.

4.2) Participants

In the present study, the data to address the former problem was intended to be collected from the following participants, although only the students have been surveyed in the end:

4.2.1) Students

60 students of 2nd ESO, from three heterogeneous groups. They are boys and girls in similar numbers, with different English mastery levels. They are all native Catalan or Spanish speakers, with the exception of a few Chinese. Most learners are Catalan or Spanish. The others are 2nd or 3rd generation of Asian, South American, or Africans. All of the students live in Barcelona, and are proficient in Spanish, Catalan or both languages, acquired during their schooling. The learners also come from different socioeconomic backgrounds; some are paid the school tuition by their working or middle-class parents, whereas others attend lessons thanks to school grants provided to single-parent households, large families and citizens at risk of social exclusion.

4.2.2) Teachers

The two English Teachers of the three students' groups. They are women, trained in the Communicative English Approach. They all have experience in co-teaching, and have worked in interdisciplinary projects, teaching other subjects than English. One has a degree in English Studies, and many years of teaching practice at the school. The other is an experienced Arts and Crafts' teacher of the same school who took an English teaching

training course at the USA, and has been teaching the AL for two years. Both are Catalan native speakers and support monolingual English policies in the classroom. They reckon that although communication is important, a degree of explicit grammar teaching is often needed for the students to follow the lessons.

4.3) Instruments

The study on how to help the students with a lower prior AL knowledge to learn English through TBL explores: the teachers' linguistic policies, the learners' difficulties, the students' uses of the AL in the English Classroom and the pedagogically-informed TOLC practices that they use or know. The answers were intended to be collected through a series of quantitative and qualitative questions, compiled from three data-gathering instruments: a students' survey, a teachers' survey and a teachers' interview. However, due to the Covid-10's preventive early closure of the school centers, only the first instrument could be carried out.

4.3.1) The students' survey

The survey has 14 questions, answered by 51 out of 60 students (See Results' Section). Some of them are based on a similar teachers' survey conducted in the EPILA Project (RC CILCEAL, 2015-19) for research purposes on the topic of the pedagogical uses of the Home Language in the English classroom. These were written in Catalan and English to ease the students' understanding. Most questions, however, have no relation to the EPILA study, and are specifically designed to address the main aim of finding out how to help students with a lower prior English knowledge to fulfil creative English tasks, and to learn the Additional Language in the Process. The survey questions (See Annex 1 Section) are distributed in 4 analysis dimensions, each related to one of the first four specific objectives of the study:

- The first analysis dimension comprises questions 1 to 3. It describes the teachers' and the students' views on the learners' use of their Home Languages in the English Classroom, and problematizes their effectiveness in heterogeneous student groups where some have a low prior English knowledge, especially in Additional Language Task-Based Learning contexts. Question 1 explores if the students have a "Virtual", a "Maximal" or an "Optimal" (Macaró, 2001, p.535) position regarding the use of the HL for AL learning. In other words, if they consider the HL use detrimental, usable but pedagogically ineffective or beneficial for AL learning. Q2 is made to know if the students like using languages other than English in the AL classroom. And Q3 explores the teachers' linguistic policies in the classroom: if they follow "Berlitz Method" (in Richards and Rodgers, 2014, p.180) immersive English monolingual lessons; "Natural Approach" (in Richards and Rodgers, 2014, p.180) free HL usage; or the informed HL use supported by the "Plurilingual Integrated Approach (IPA)" (Esteve and Gonzalez-Davies, 2016, p.5).
- The second analysis dimension covers questions 4 to 7. It explores the causes behind the students with a lower prior English level difficulty to effectively face creative English tasks and to learn the AL in the process. Q4 is to hypothesize on how many students have a wider English input through language academies. Q5 is to know if learners can learn the AL through creative English tasks, or if they are conditioned to use "avoidance strategies" (Zojer, 2009, p.35). Q6 is to know the frequency of use of the students' HL in the AL classroom, which should be informed, and not over compromise English exposure. Q7 is made to determine if the students' actual HL uses in the AL classroom are pedagogically-informed.

- The third analysis dimension is addressed in questions 8 to 10. It identifies the students' uses of their Home Languages in the English classroom, and analyses whether it is an informed pedagogical practice for the students' effective learning of the AL. Q8, Q9 and Q10 explore the students' uses of the HL in the English classroom.
- The fourth analysis dimension comprises questions 11 to 14. It analyses the pedagogically-informed TOLC learning strategies that students know, and the ones they do not know. It also explores the students' uses of translation, determining whether these are reflective ones or not. Q11 and Q12 indirectly helps to identify if the students know when to strategically use bilingual dictionaries and corpus linguistics for AL learning. Q13 and Q14 are to find out if the students' uses of their HL and translation for AL learning are implicit or self-reflective.

4.3.2) The teachers' survey

The teachers' survey (See Annex 2) is a quantitative and qualitative data collection instrument with 14 questions. It is designed to fulfil the main aim of finding out informed translation practices to help learners with a lower prior English knowledge to fulfil creative English tasks, learning the AL in the process. Unfortunately, it has been left unanswered due to the schools' early closure as a preventive measure to stop the spread of Covid-19. The survey addresses the same four main analysis dimensions shared with the former data-collection tool, but this time it comes from the teachers' perspective.

The teachers' survey was aimed at collecting the answers provided by two 2nd ESO female English teachers of the three-participant student heterogeneous-level groups, with previous experience in PBL and TBL methodologies outside the English class. Both have teaching experience at the school center, and were trained to become English teachers

according to the “Communicative Language Teaching Approach” (in Richards and Rodgers, 2014, p.90). Their answers could have provided more clues regarding their students’ uses of the HL in the AL classroom and the students’ difficulties learning English while facing creative tasks. They could have also helped to explain the relationship between these and the following of “Berlitz Method” (Gouin and Sauveur in Richards and Rodgers, 2014, p.180) immersive English monolingual policies by teachers, and the “Natural Approach” (Krashen and Terrell in Richards and Rodgers, 2014, p.180) implicit HL uses by learners.

Some questions of the teachers’ surveys are based on a similar instrument conducted in the EPILA PROJECT (RC CILCEAL, 2015-19), which researched on the uses of the students’ Home Languages for Additional English Learning. Most questions, however, share no relation with the EPILA study, being specifically created to address the main objective of this Final Masters’ Thesis: to find out pedagogically-informed translation strategies for the students with lower prior English knowledge to fulfil creative English tasks, learning the AL in the process. The teachers’ survey questions are classified into 4 analysis dimensions, each related to one specific objective of the study:

- The first dimension is explored through questions 1 to 3. It collects the teachers’ views on the learners’ use of the HL in the English classroom, in relation to English TBL methodologies. Question 1 analyses the teachers’ views regarding the current applications of the HL to AL learning. Q2 is designed to analyze if the students naturally use the AL in the classroom. Q3 is designed to show if the teachers share a “Virtual”, a “Maximal” or an “Optimal” (Macaró, 2001, p.535) position regarding the learners’ use of the HL for AL learning in their lessons.

- The second dimension is explored in questions 4 to 7. It analyses the students with lower prior English level difficulties to learn English while facing creative tasks. Q4 explores the teachers' knowledge of the level differences among learners, asking how many attend private extracurricular lessons. Q5 is made to know if the teachers perceive the students to resort to "avoidance strategies" (Zojer, 2009, p.35) in their English creative production tasks. Q6 is to have the teachers' witness on the students' HL uses in the English classroom. Q7 is about the teachers' views on the students' current uses of their HL in the AL lessons.
- The third dimension of analysis, which analyses if the students' uses of their HL in the English classroom are effective practices for AL learning, is comprised in questions 8 to 10. These are based on the teachers' observation of the students' uses of the HL in their lessons.
- The fourth and final dimension is set to determine the pedagogically-informed TOLC practices that teachers know and teach their students as learning strategies for creative "English TBL" (Bilsborough, 2017, p.1). It is addressed in questions 11 to 14, focused on the students' uses of translation for AL learning in the English lessons.

4.3.3) The teachers' interview

The third and last data-gathering tool is a qualitative interview (See Annex 3), originally addressed at the two of the aforementioned English teachers of the participant heterogeneous-level English students. This differs from the previous instruments in that it formulates the interviewed a series of 11 open, qualitative questions to reflect upon. It likely aimed at finding out informed translation practices to help the students with a lower

prior English knowledge to fulfil creative English tasks, learning the AL in the process, but this time, all the questions were of original creation.

Again, this data has not been collected due to the Covid-19 situation and the subsequent preventive closure of school centers. The interview was structured around the same four dimensions that explore the four first specific objectives of this Masters' Thesis. All of them provide clues as to what to include in a TOLC-based Didactic Unit proposal design. Its aim is to help students with lower English prior knowledge an informed use of their HL to learn the AL, while successfully completing creative English tasks.

- The first analysis dimension explores the teachers' and the students' perspectives regarding the potential that the learners' Home Language uses in the classroom can have. These can be relatable to the effectiveness of TBL in monolingual and bilingual settings. Q1 is about the course and level the teacher teaches. Q2 searches the classroom setting and the translation techniques that these teachers believe can best work for the students to engage in an effective English TBL.
- The second dimension explores the difficulties the students with a lower English prior knowledge experience while working on creative Tasks, in the teachers' monolingual-oriented settings. Q3 focalizes on why do teachers believe that PBL works best in the students' Home Language than in English as an AL. Q4 indirectly asks teachers if they know of an alternative to the AL that can widen the learners' linguistic repertoire and allow them to construct new English knowledge in TBL. Q5 is made to know the drawbacks that a monolingual use of avoidance strategies entails for the learners. Q6 questions if some students need to resort to their HL to engage in creative production English tasks and why.

- The third analysis dimension is whether the students' current HL uses are effective and pedagogically-informed or not. The teachers in Q7 are therefore asked about the students' use of the HL in the English Classroom, and in Q8, if they think these uses help the students or distract them from English learning as an AL.
- The fourth and final analysis dimension is to determine the pedagogically-informed uses of translations the students know how to apply, for future pedagogical applications to English TBL. Q9 asks when teachers have observed the students to use their HL in the English classroom and what for. Q10 asks teachers to reflect upon traditional uses of literal translation. Q11 finally asks teachers about the possibilities of applying informed TOLC explicit translation learning strategies to the students' learning of English as an AL through T/PBL.

4.4) Procedure

All instruments address the four dimensions of analysis, so they were carried out in order of relevance. Since the study is focused on improving the students' learning, the first data-collecting tool to be carried out is the one addressed by the same learners. The student survey was carried out via Google Forms as a wrap-up activity in the last 30 minutes of the students' Projects' lessons, on the 12th March 2020. The critical analysis and reflection on the collected data will inform the Unit Planning design.

The remaining instruments could not be implemented afterwards due to the sudden closure of the school centers as a preventive measure for the Covid19 virus, two weeks before the set ending of my stay at the school center as a practitioner teacher. The next instrument designed to be implemented was going to be the teachers' survey, so that these could help the researcher to become more knowledgeable in the topic before conducting the final teachers' personal interview, the last instrument to implement.

4.5) TOLC Didactic Unit Proposal Design

Findings from the theoretical framework (See Theoretical Framework Section), and the analysis of the research instruments collected (See Results Section) pedagogically-inform the creation of a Unit Planning proposal design (See Annex 4) to address the explored students' necessity. *Let's all learn English by doing!* Is a Didactic Unit of six 55-minute sessions, which can take place once per week to allow the students to progress on the other curricular key course contents at the same time.

The Unit is based on the “Plurilingual and Multicultural Integrated Framework (IPA)” (Gonzalez-Davies and Esteve, 2020, p.5) and on the “Interdependence Hypothesis” (Cummins, 1984, p.68) idea that contrasting different languages allows learners to reflect upon how they work. This fosters a broader cultural and linguistic understanding of the HL and the AL, motivating the students by including different languages and cultures in the classroom to which they can relate. It likely widens the students' informed translation skills, and allows learners the use of their linguistic repertoire to learn English while addressing creative tasks in the AL. The unit teaches the students effective TOLC translation strategies for them to plan what they want to say in their HL, and learn it in the AL after a contrastive and self-reflective cross-linguistic and pedagogically-informed use of translation tools, strategies and techniques.

The Unit Planning consists of a set of tasks designed to allow heterogeneous English learners to use the HL in pedagogically-informed ways to learn English through TBL. It focuses on teaching the students TOLC “linguistic knowledge” (González-Davies and Esteve in Pereña, 2016, p.12) on each language system, “encyclopedic knowledge” (2016, p.12) on each language cultural traits, and “transferring skills” (p.13), of interlanguage mediation skills through a given set of linguistic tools like bilingual dictionaries, corpus

linguistics, and others. This allows the students to produce accurate translations to the form and meaning of the target language. For more details on the contextualization, justification, objectives, activities, key contents, competencies, assessment criteria, gradation and attention to diversity, see Annex 4.

5) RESULTS AND DISCUSSION

This Masters' Degree Dissertation was intended to find out informed practices that can help the students with a lower prior English knowledge to effectively fulfil creative English tasks and learn the AL in the process.

Despite “Task-Based Learning” (Bilborough, 2017, p.2)’s potential to allow advanced English students to create and become “active agents of their own learning” (Vygotsky in Regader, 2007, p.1) and to “use all their linguistic resources to deal with the task” (Bilborough, 2017, p.2), it is unadvised for beginners, “since they have fewer linguistic resources to complete meaningful tasks successfully” (p.2). However, if their teachers allow it and explained informed ways to do it, the students with lower prior English knowledge can draw from their Home Language creative repertoire to address the English task, and learn new AL by engaging in self-conscious translating practices.

Results from the teachers' surveys and interviews could not be obtained because of the sudden closure of the school centers to stop the spread of Covid-19. However, the ones from the students' surveys could be obtained. These suggest that teaching the students TOLC translation strategies can help them to widen their linguistic repertoire, allowing

those with a lower prior English knowledge to learn the AL by translating their HL ideas into English, in order to creatively learn the AL while effectively completing the tasks. The results extracted from this data-collection tool are classified into four analysis dimensions, each covering one of the four first specific objectives of the study:

Dimension 1 results show the teachers' and the students' views regarding the learners' use of their Home Language for English learning; D2 focuses on the specific difficulties that students with a lower prior English knowledge face when learning English through creative tasks; D3 focuses on the learners' actual uses of their HL in the English classroom, analyzing if these are pedagogically-informed; D4 results determine if the students' current translation practices in the English lessons are the pedagogically-informed ones that can help them to effectively learn English while engaging in TBL

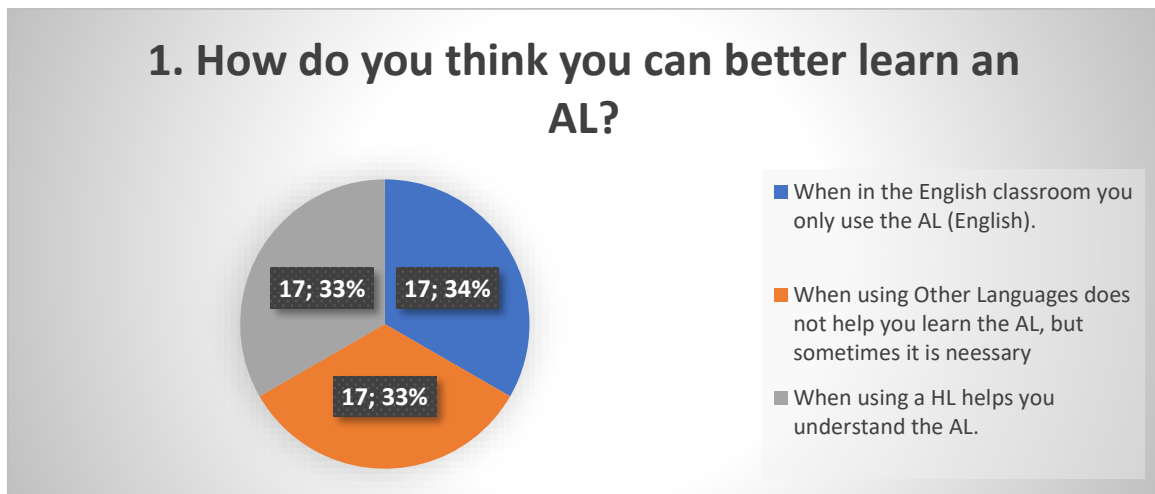
5.1) Students' Survey*

- **ANALYSIS DIMENSION #1: Teachers and Students' views regarding the learners' Home Language uses for AL learning in the English classroom.**

When asked how they believe an additional language (See Fig.1) was best learnt, the students were divided between those adopting Macaró's "Virtual", "Maximal" or "Optimal" (2001, p.535) position about Home Language uses to learn English. A 33% of the interviewed believe that an AL is best acquired through monolingual AL immersion; another 33% consider the HL useless for English learning, but sometimes necessary to understand the lessons; and the remaining 33% argue that using the HL helps to learn the AL. Results show that a 66% of the 2nd ESO heterogeneous-level students disagree with the teachers' "Berlitz Method" (Gouin and Sauveour, in Richards and Rodgers, 2014) monolingual immersive policies (See Figure 4), and need some explicit HL use in order to either follow the English lessons or support the HL as a potential tool to learn English.

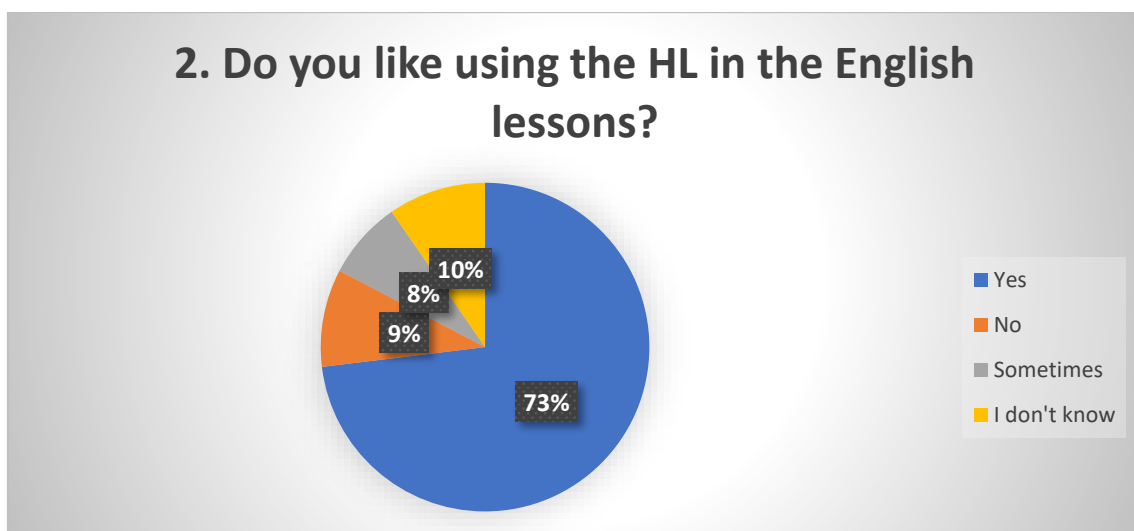
*For full access to the students' survey full replies, check the following hyperlink:
<https://drive.google.com/file/d/1evnlPge8fNxQmjH6bDOIXuu7nufhxCjc/view?usp=sharing>.

Figure # 1. Question 1. How do you think you can better learn an AL?



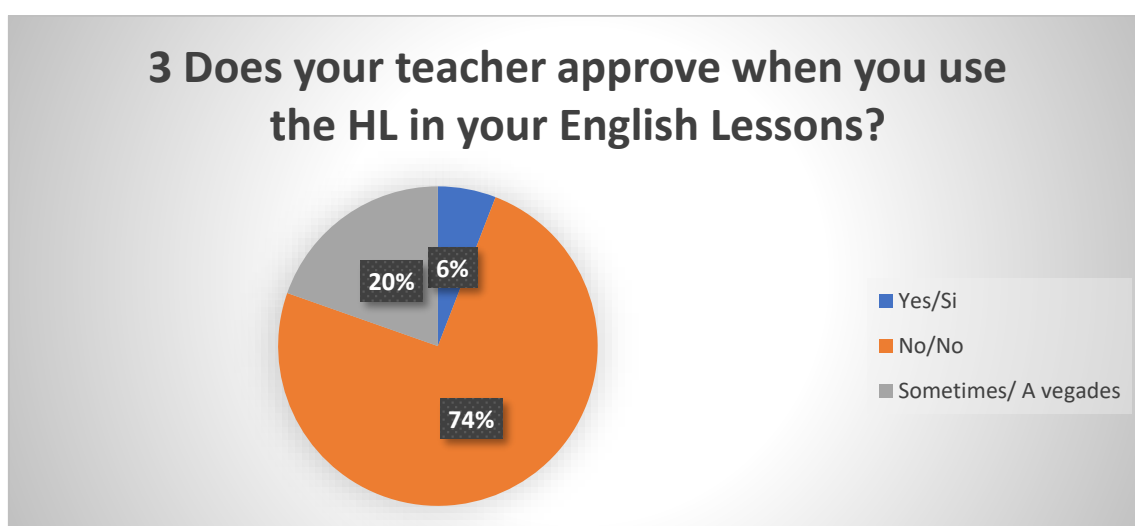
When asked if they like using the HL in the English lesson, and despite their teachers' primarily monolingual policies, a 73% of the students argue that they do (See Fig. 2), since using the HL widens their linguistic repertoire, something recommended for the students "to complete tasks successfully" (Bilsborough, 207, p.3). However, not all the learners seem to have the same prior English level, and most see the use of their HL as a solution to compensate their lower prior English knowledge in TBL.

Figure #2. Question 2. Do you like using the HL in the English lessons? Why?



According to the students, however, their English teachers do not generally perceive the students' use of the HL as something positive for the learning of English as an AL. A 74% of the learners agree that their English teachers embrace "Berlitz Method's (Gouin and Sauveur, in Richards and Rodgers, 2014, p.153) monolingual immersive language policies in their English lessons; a 6% adopting the "Natural Method's" (Krashen and Terrel in Richards and Rodgers, 2014, p.181) view that students can make an implicit free use of their HL; and only a 20% of the students agreeing that their teachers' allow them to use their HL depending on what for and how they use it (See Fig.3).

Figure #3. Q3. Does your teacher approve when you use the HL in your English Lessons?



Despite the teachers' preference for monolingual practices in the English lessons, the students' will to use their Home Languages use agree with the Critical Period AL Acquisition findings that the students past the age of 6 have lost their "higher neuron myelination and brain plasticity for native phonological acquisition" (Lantos in Manrique et. al, 1999, p.193), and that those past 12 their natural period for "grammar acquisition" (Hartshorne, 2018). According to this, the teenager students, especially those with less prior English Knowledge, need the explicit teaching of the English system's "Declarative

Rules” (Kormos, 2006, p.150-162), as they can no longer acquire English like a native speaker, but need to learn it as an AL instead. This goes hand in hand with the teachers’ recognition that a certain degree of explicit English grammar instruction is still necessary.

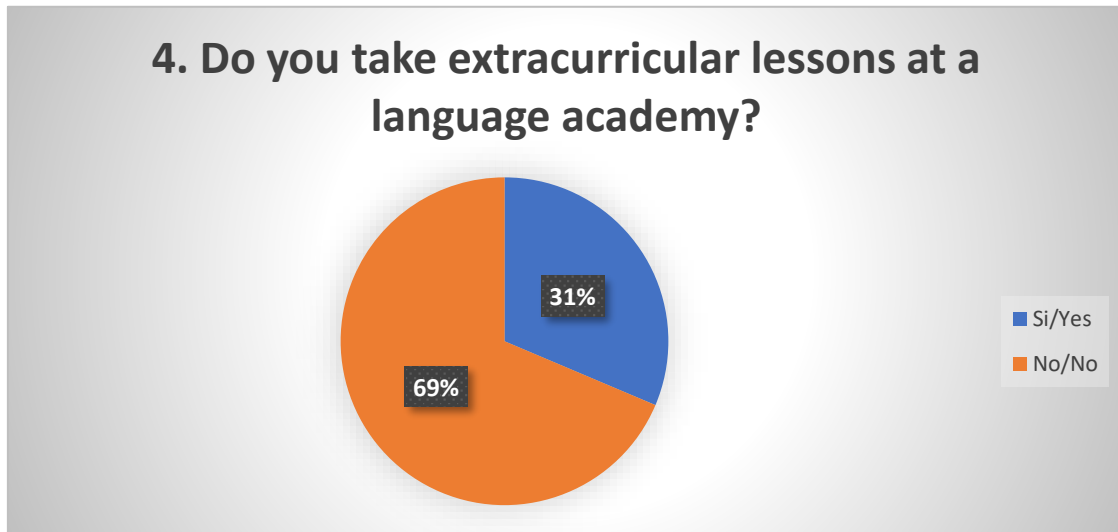
Similarly, the students’ predisposition to use the AL in the English classroom coincides with the Interdependence Hypothesis’s view that “it is possible to transfer cognitive/academic or literacy-related proficiency from one language to another” (Cummins, 1984, p.6), and that teenage or elder learners’ of English as an AL can benefit from establishing meaningful relations between the English and their HLs.

- **ANALYSIS DIMENSION #2): Students with a lower prior English level difficulty to face creative English Tasks and learn new AL in the process:**

Despite their experience in student-centered approaches to subjects other than the AL, teachers of these 2nd ESO heterogeneous-level groups share some reluctance to apply Task-Based Learning to the English subject, as many students seem to show difficulties when engaging in these practices in the AL.

One of the causes for these learners’ difficulties may be found in question 5 (See Figure 4), in which a 31% of the students take extracurricular English lessons outside the school center, whereas a 69% does not (See Fig.4). As argued by Bilborough, Task-Based Learning “is not the best method to use with beginners, since they have very few language resources to draw from to meaningfully complete the tasks” (2017, p.3), and most students in the heterogeneous-level group English classrooms surveyed seem to show a low prior English knowledge, possibly brought from before attending the *Participant School*.

Figure # 4. Question 4. Do you take extracurricular lessons at a language academy?

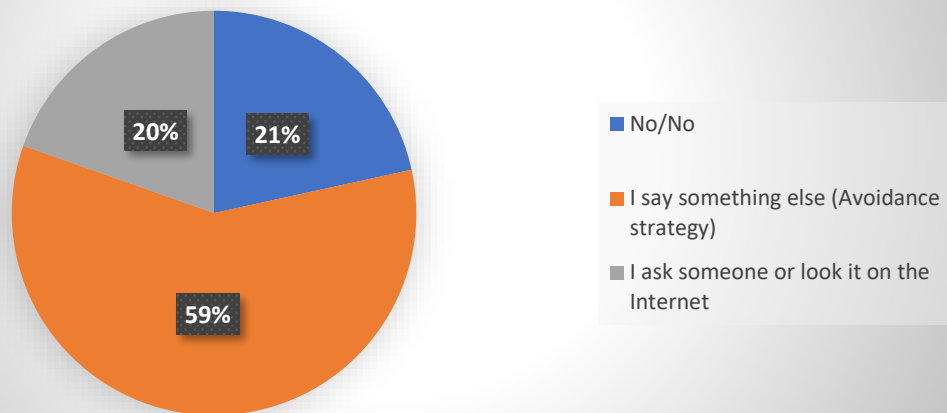


Despite the teachers' apparent tendency to dislike the students' use of the students' Home Language in the English classroom, question 6 shows how a 79% of the students seem to feel they need to resort to their HL in TBL, as their HL provides them with a wider linguistic repertoire that allows learners to be creative with their Home Language in the process of addressing the task. The students' ways to overcome these difficulties lead us to believe that, perhaps pressured by their teachers' monolingual policies, most of the students resort to "adopting avoidance strategies". This is a problem, because it induces learners to reproduce the English they already know, rather than become creative and learn new AL in the process of addressing the task (Zojer, 2009, p.35).

Figure #5. Question 5. Do you feel you need to use your HL to get your message across?

If so, what do you do?

5. Do you feel you need to use your HL to get your message across? If so, what do you do?



If using the Home Language seems to help learners to widen their linguistic repertoire, and complete English tasks more easily through creative production and translation, why do many experienced teachers keep on endorsing monolingual practices? To understand the teachers' reluctant position to allowing the students' use their HL in the English classroom, the actual student uses of the HL in the classroom can be explored.

Answers provided in questions 6 and 7 (See fig.6 and fig.7) show that, when given a free use of their HL in the English classroom, as supported by the Natural Approach (Krashen and Terrell in Richards and Rodgers, 2014, p.150), the students seem to overuse their HL for virtually any purpose, possibly as a substitute for the AL communicative and creative possibilities. Teachers seem to be against this, because it can compromise the “necessary amount of English input that the learners need” (Krashen, 2014, p.181).

Figure # 6. Question 6. Do you use languages other than English in the English lessons?

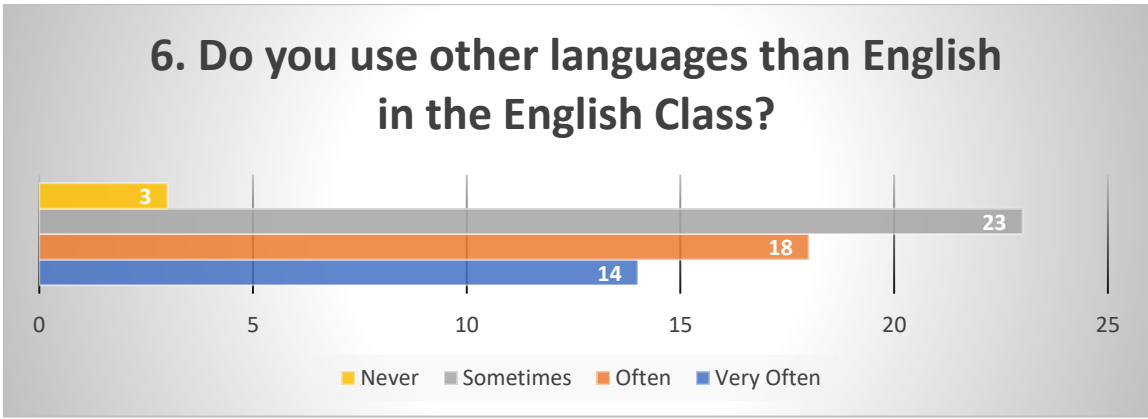


Figure # 7. Question 7. If so, when?



- ANALYSIS DIMENSION #3): Do the students use the Home Language in the English classroom in a way that helps them to effectively learn the AL?**

Another reason why these teachers show some reluctance to their students' use of the HL in the classroom, and a more important one than the amount of frequency and time with which the students use it in AL learning, is the students' apparent tendency to use the HL in ways that do not seem to allow a better AL learning. The students do not tend to use the HL for reflective translation in creative task-based English learning, but as an implicit

substitute for the AL communicative purposes, as the answers to the following questions illustrate: (See Fig.8-10).

Figure # 8. Question 8. What for and how do you use languages other than English in your School Lessons?

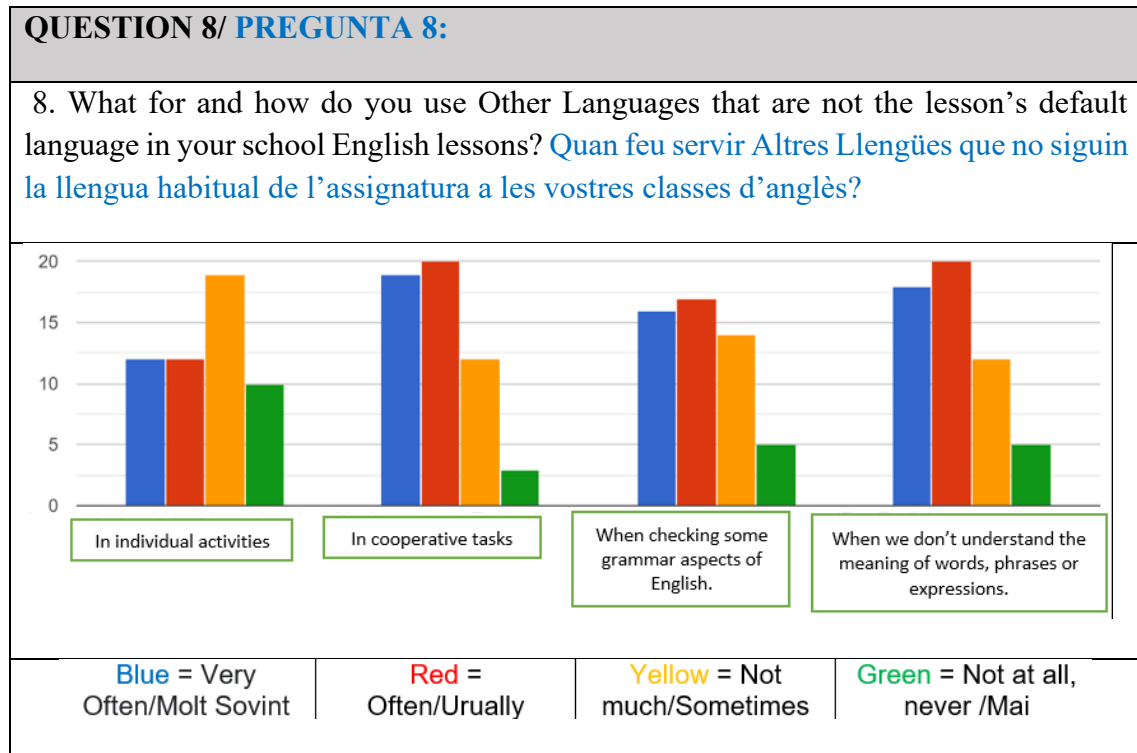
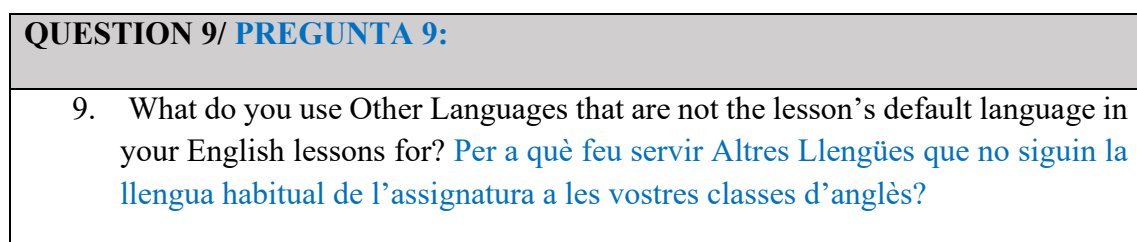


Figure #9. Question 9. What do you use other languages in the English AL class for?



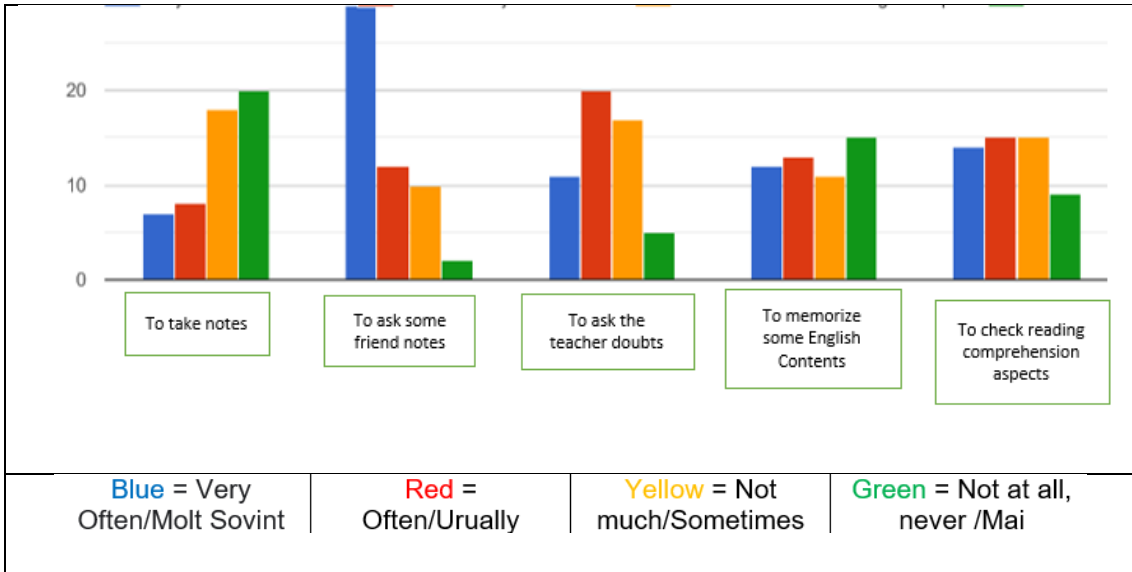
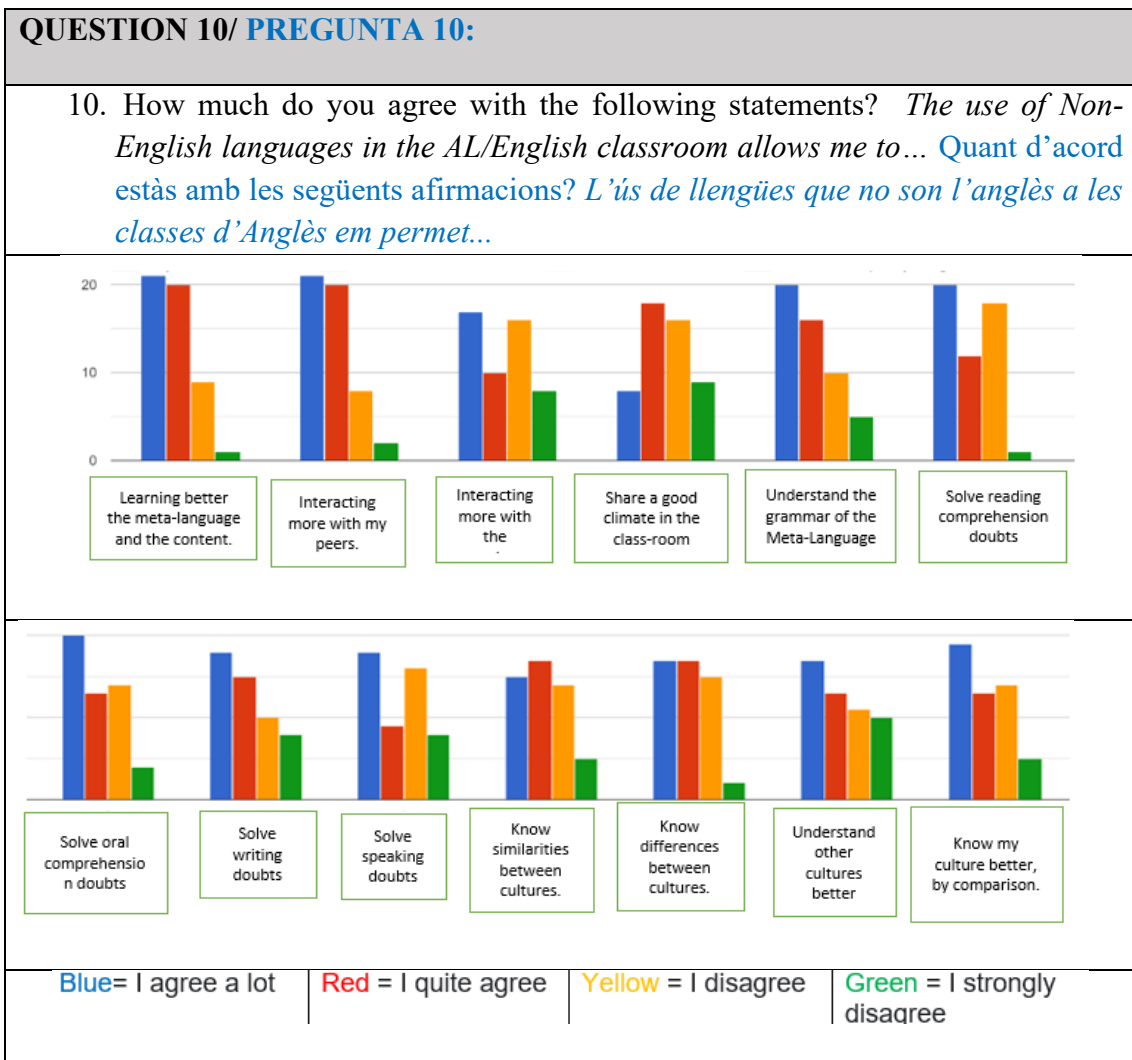


Figure #10. Question 10. How much do you agree with the following opinions? *The use of Non-English languages in the English Classroom allows me to...*



- **ANALYSIS DIMENSION #4: Determination of the pedagogically-informed TOLC strategies that the students know or don't know.**

Learners with a lower prior English knowledge seem to show more difficulties to learn English through creative tasks in monolingual settings. Teachers are reluctant to allow the students overcome this gap by using the HL in the English classroom because learners do not seem to use it in informed ways that foster an AL learning. Using the HL to replace the AL in TBL purposes does not seem to result in an efficient English learning. However, the students can learn how to use their HL repertoire to fit the task's creative requirements and translate their HL messages into the AL, effectively learning English in the profess.

But are the students' current translation uses in the AL classroom explicit, self-reflective, contrastive and pedagogically-informed, or do they resemble the 1950s "Grammar-Translation Method" (Seidenstücker et. al. in Richards and Rodgers, 2012, p.5)'s implicit and unreflective practices, based on a "straightforward one-to-one transference between languages" (González-Davies, 2014, p.2)? The students' answers to question 11 (See Fig.11) hints that learners don't seem to use Corpus Linguistics to look for examples of whole -sentence, language-specific expressions based on authentic, Target Language documents. In question 12, (See Fig.12), learners admit that they don't often use bilingual dictionaries in TBL, generally opting for avoidance strategies or literal translation instead.

Figure #11. Q.11. When do you use Corpus Linguistics (online tools that show real English sentences in their contexts, from real documents) like *Linguee* or *Rhyme Zone*?

QUESTION 11/ PREGUNTA 11:

11. When do you use Corpus Linguistics (Online tools based on real everyday-life English texts in their natural contexts) like *Linguee* or *Rhyme Zone*? **Quan fas servir Corpus Lingüístics (Eines Online basades en textos en Anglès reals de la vida quotidiana) com *Linguee* O *Rhyme Zone*?**

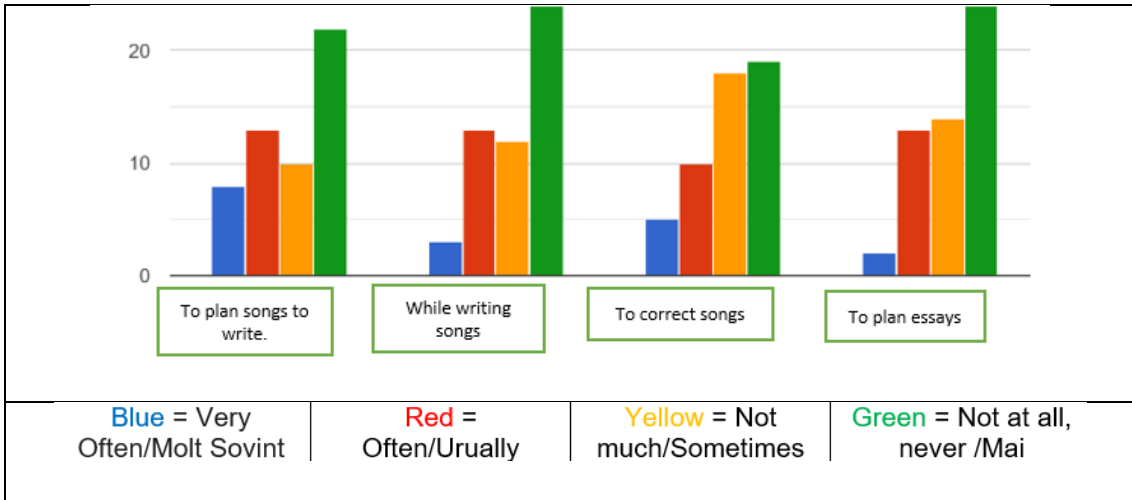
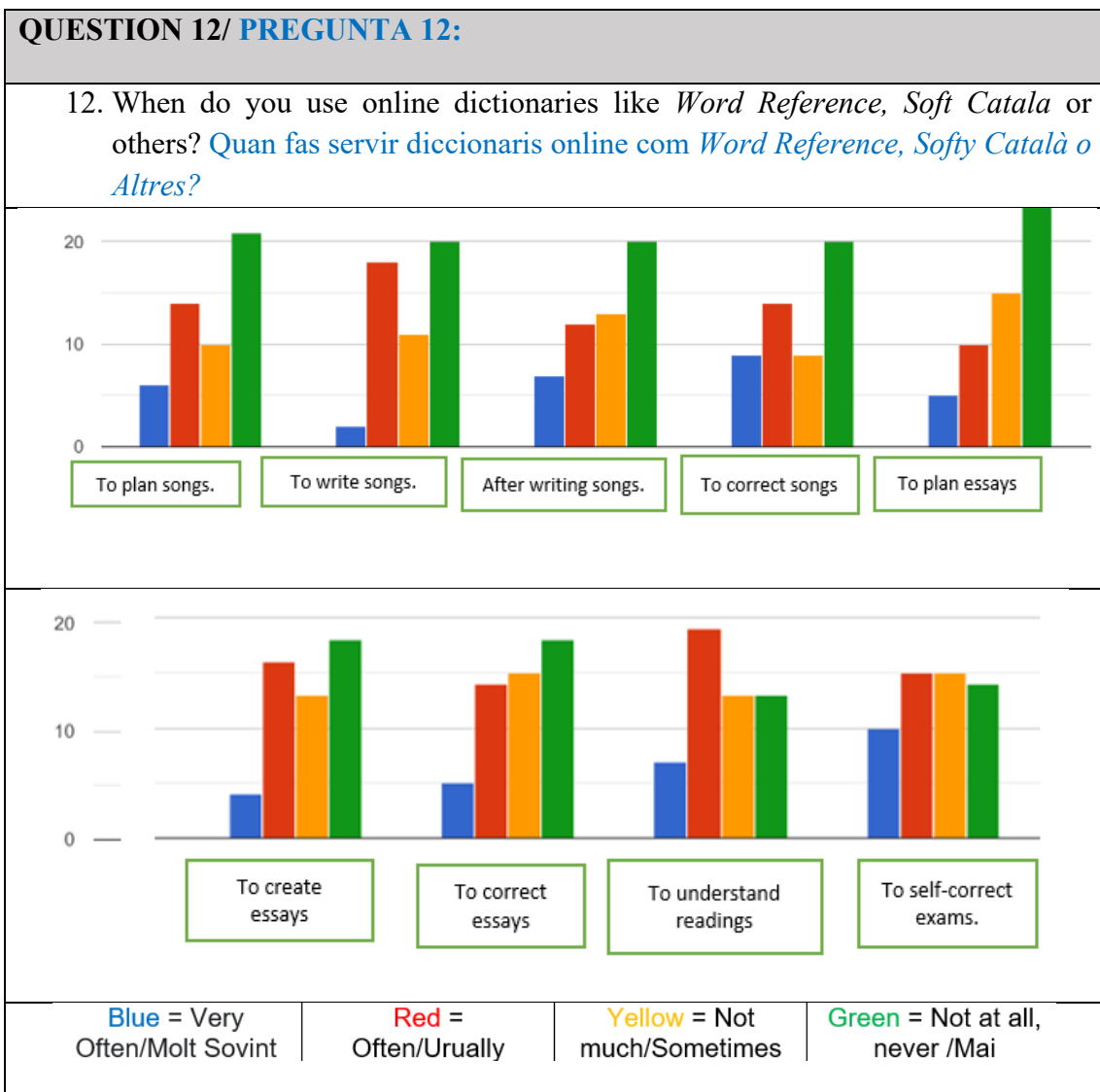


Figure #12. Question 12. When do you use online dictionaries like *Word Reference*, *Soft Català* or others?



Question 13 (See fig.13) suggests that many students may often use literal translation tools like Google Translator to provide their answers to the English tasks. This can result in an implicit and unreflective acquisition of mistranslations provided by the machine, that does not help the AL learners to fully understand how the language system works. A language that they can seemingly no longer acquire but need to learn through explicit and self-reflective instruction. Question 14 (See fig.14) makes this problem even more visible, showing that 37% of the students apparently trust the answers provided by the application as a general rule, and that a 21% of the students believe that English is a language system that has a one-to-one correspondence with other languages.

Figure #13. Q13. When do you use literal translation tools like *Google Translator*?

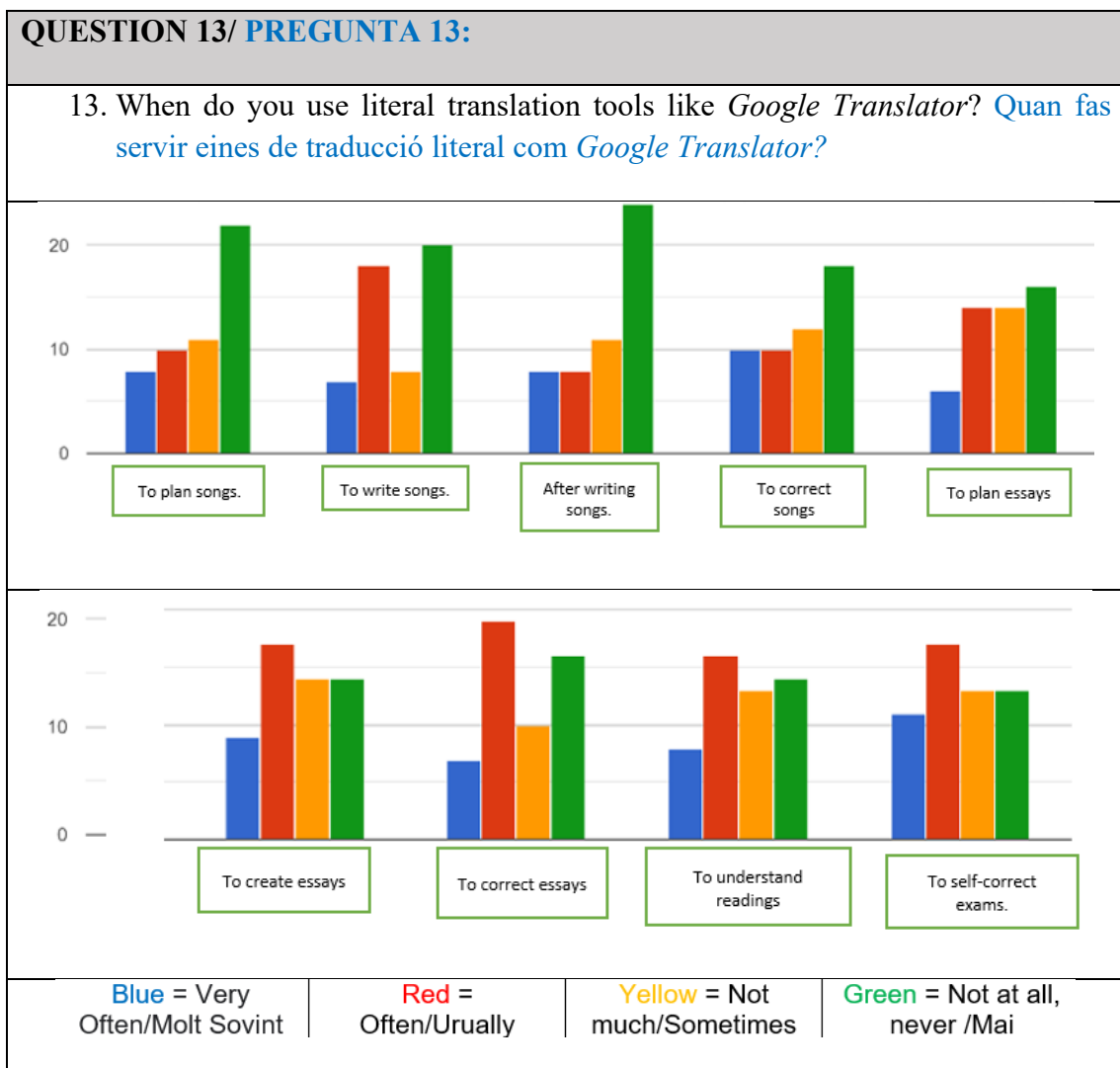
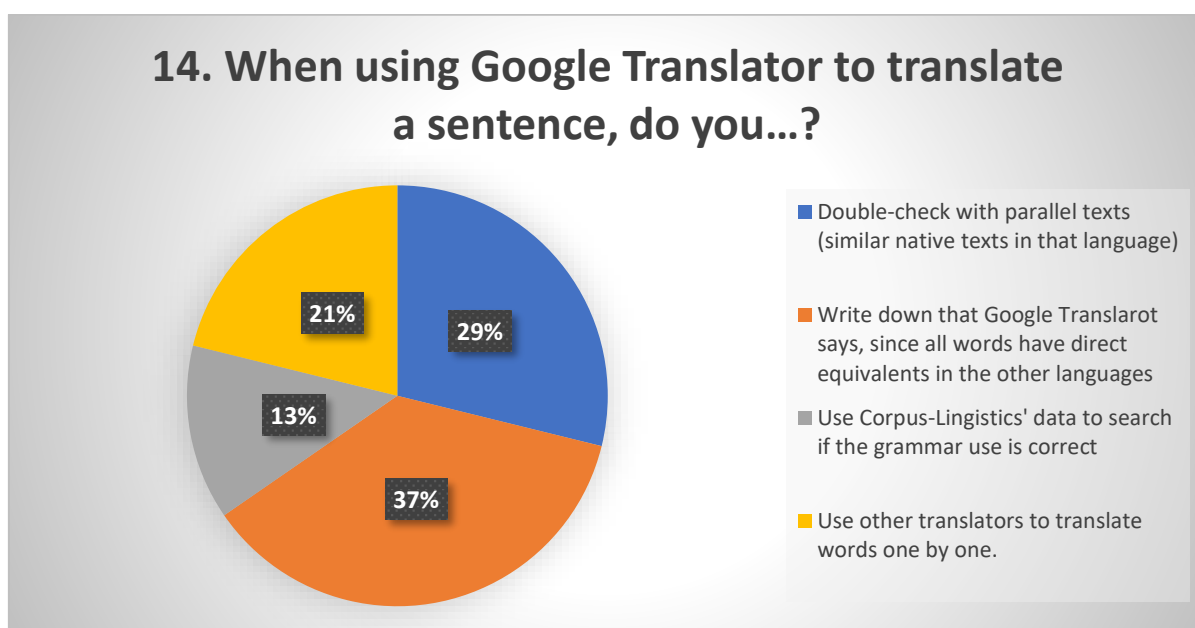


Figure #14. Question 14. When using *Google Translator* for sentences, do you...?



The results obtained from the analysis of this final dimension hints that the students may be unaware of pedagogically-informed explicit “Translation for Other Learning Contexts (TOLC)” strategies (González-Davies, 2014, p.2) and their possible potential to provide the learners with “linguistic knowledge” (González-Davies and Esteve in Pereña, 2016, p.12) on how each language system is structured, “encyclopedic knowledge” (2016, p.12) on each language’s specific and shared cultural traits, and “transferring skills” (p.13) for the students’ to accurately mediate between the different language meanings.

These self-reflective contrastive uses of translation can help the students to be as creative in their HL, as recommended to effectively fulfil the English task in their HL, and then to learn its English equivalences after a self-reflective and contrastive translation process.

The explicit use of TOLC translation techniques seems to effectively parallel the students’ pedagogically-informed explicit learning of English as an AL. These practices seem to provide learners with a powerful resource of linguistic and metalinguistic knowledge to draw from, and translate this into the AL to effectively learn English through TBL

methodologies. Therefore, a TOLC-based Unit Planning proposal is being designed with the intention to provide learners with a low prior English knowledge with learning strategies that help them to effectively address English tasks while learning the AL in the creative process of translating their own HL ideas into English.

5.2) Teachers' Survey

The teachers' survey results could not be collected due to the governmental measure of closing the School Centers due to prevent the spread of Covid-19.

5.3) Teachers' Interviews

The teachers' interviews could not be collected due to a target interviewed having left the school earlier to take the maternity grant, together with the governmental measures to closing the School Centers due to prevent the spread of Covid-19.

6) CONCLUSIONS

This Final Masters' Dissertation seems to have fulfilled its main objective of finding out, in the students' adoption of "Translation for Other Learning Contexts (TOLC)" (González-Davies, 2014, p.2) learning strategies, an informed pedagogical practice to allow students with a low English prior knowledge to successfully fulfil creative tasks and effectively learn the AL in the process. The implementation of TOLC techniques to TBL appear to allow high school learners of English as an Additional Language to creatively complete English tasks in their Home Language. By feeding from a wider linguistic repertoire, learners can engage in self-reflective and contrastive uses of translation techniques to convey their HL meanings in the AL, explicitly learning how their HL and the English AL systems work.

To reach this conclusion, a study has been carried out on the following issues: the effects that 2nd ESO heterogeneous-level teachers' linguistic policies may have in the students' TBL English learning; the possible causes behind the learners' difficulties when engaging in such practices; the main reasons why the students' uses of their HLs and translation may be inadequate for AL English learning; and a subsequent exploration of pedagogically-informed practices that can help learners with a low English prior knowledge to engage in TBL practices, while effectively learning English as an AL. A set of specific objectives have been fulfilled out of these questions, in order to inform a TOLC-based Unit Planning as solution to the students' learning challenges.

The fulfilment of the first specific objective, to examine the teachers' and learners' positions regarding the students' use of their HL in the English classroom, suggest that some of their practices may difficult the students with a low prior English knowledge's effective learning of English as an AL. When facing TBL practices, learners seem to adopt the "Natural Method" (Krashen and Terrell in Richards and Rodgers, 2014, p.181)'s free implicit uses of their HL in the English classroom, which according to the "Critical Period Hypothesis" (Lenneberg, 1967) do not provide those past the their "Critical Period" for AL "phonological" (Lantos in Manrique et. al, 1999, p.193) or "grammatical" (Hartshorne, 2018) acquisition with the "Declarative Rules" needed by elder students to understand and learn the English language system (Kormos, 2006, p.150-162). This can result in the learners' overuse of the HL in non-pedagogically-informed ways, reason why the teachers may be against it. Educators then seem to adopt practices more akin the "Berlitz Method" (Gouin and Sauveur, in Richards and Rodgers, 2014, p.11)' English monolingual immersion policies, which still tend to focus on a likely implicit English learning.

However, as the second objective's results show, the teachers' monolingual policies seem to have the side effect of hardening the students with a low prior English knowledge's means to successfully fulfil English creative Tasks and learn English in the process. As Bilsborough argues, TBL requires the students to "draw on from their linguistic resources to complete tasks successfully" (Bilsborough, 2017, p. 3), and the Home Language is an important linguistic resource for the students. By having to fulfil the task in the AL, most English learners seem to resort to "avoidance strategies" (Zojer, 2009, p.35), ending up reproducing the English they already know, instead of learning new English creatively.

As the fourth objective results indicate, other students seem to resort to pedagogically-uninformed uses of translation, which can transform the learners' HL into a replacement for the AL, rather than the explicit learning tool for the learning of English as an AL it can be. This also seems to compromise the learners' "native English input for proper communicative literacy" (Krashen in Richards and Rodgers, 2014, p. 181). All of this leads to the conclusion that, in order for the students with a low prior English knowledge to effectively address English Tasks and learn English in the process, they can first access their HL repertoire and then adopt pedagogically-informed translation techniques to translate their messages into the AL. It is a cross-cultural mediation use of translation for AL learning that parallels the self-reflective and contrastive one of the learning of English as an Additional Language.

Learning English through translation in TBL is not about reproducing results of literal translations provided by a machine, in hope the students acquire the English language. It means to involve learners in TOLC practices. These draw from Cummins' "Interdependence Hypothesis" (2008) that "it is possible to transfer cognitive/academic or literacy-related proficiency from one language to another" (p.68); and from the

“Integrated Plurilingual and Multicultural (IPA)” (Gonzalez-Davies and Esteve, 2020, p.5) a defense of cross-cultural, contrastive and self-reflective studies of languages. It implies training the students’ mediation competence to establish linguistic and cultural connections between different languages, reaching an explicit learning of how the HL and the English system work. This way, learners can progressively become more autonomous, as they internalize the new AL messages, needing less support from the crutch of translation, the more English they learn.

These results highlight the possible benefits that developing the students’ Attitudinal and Plurilingual Competence can have in their successful learning of English as an AL through the completion of creative tasks. The use of TOLC learning strategies can not only help learners to develop “linguistic knowledge” (González-Davies and Esteve in Pereña, 2016, p.12) of how each language is structured, increasing the students’ chances to effectively fulfil the given asks, but their “encyclopedic knowledge” (2016, p.12) on each language’s specific and shared cultural traits, a “transferring skills” (p.13) for the students’ to accurately mediate between the two. Something that literal translation can never provide in the same way, as it only focuses in literal translation.

This study has made some contributions to TBL, suggesting informed translation practices as a possible way to compensate some learners’ low prior English knowledge in the completion of these student-centered creative tasks. For teenager and older students of English as an AL, a self-reflective and explicit use of translation techniques is advised to parallel their explicit learning of the English “declarative rules” (Kormos, 2006, p.150-162). Uses of translation that allow learners to be creative in their HL and to use translation to understand how the English language system works seem to help them learn new English while effectively fulfilling the tasks.

The results of this study have been satisfactory in relation to the aims originally established for this project, despite some given limitations. Due to the global crisis generated by the Covid-19 pandemic spread all over the globe, schools have been closed, and as a result, data from the teachers' interviews or surveys has not been collected. Although all three data-collection tools address the same analysis dimensions, they do so from different perspectives. Results regarding the teachers' views on language use have been extracted out of the witness students, and the obtained study results have been taken out of the learners' answers to the given questions.

The study is likely limited in its participants' scope, as it analyses answers from only 51 out of 60 2nd ESO heterogeneous-level mixed groups of students, although its results are applicable to other school students with similar challenges and characteristics, who want to engage in TBL despite their lower English prior knowledge. The same research can be applied to a wider range of educational contexts, in order to fully test its real effectiveness.

Another limitation of this research is that the Unit Planning proposal has not been tested in an educational environment, and further studies must be conducted on its efficiency in real-educational contest situations. Although highly recommended and pedagogically and empirically-grounded, the proposal should be improved through feedback from authentic educational practice, in search for possible changes and adjustments.

The democratization of schools seems to have led to an adoption of more learner-focused, task-based AL teaching approaches that allow students to learn English in motivational, creative and autonomous ways. However, further research must be carried out on finding more pedagogically-informed learning strategies for the learners to counter the possible drawbacks of these methods. Teaching TOLC strategies to learn English as an AL while helping the students with a lower prior English knowledge to fulfil creative English tasks

is only an example of how providing learners with pedagogically-informed learning strategies and tools can make a difference in the effectiveness of a given teaching practice.

This research also suggests that some practices like English TBL may work in contexts they were not designed for, if presented with the right learning strategies. TBL was not initially recommended for students with a low English prior knowledge, but can work well with the right learning strategies as support. TOLC can allow the students to use their HL as a source for task-completion creativeness while effectively learning English as an additional language in the process of meaning mediation between the HL and the AL.

All this need for constant revision highlights the importance of implementing research to ensure the methodologies we use as future teachers, learners and educators are supported by teaching of learning strategies that help us walk our students in their integral formation as human beings, “establishing creative bridges between the real and the ideal” (Dewey in Maite, 2016, p.77).

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ANNEXES

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Annex 1: Students' Quantitative and Qualitative Survey

The Students' Survey is aimed at conveying quantitative and qualitative data, in order to:

Firstly, to know the teachers' and the students' views about the learners' uses of their Home Languages in the English classroom, and their effectiveness for AL learning.

Secondly, to explore the difficulties that students with a lower prior AL knowledge encounter when facing creative English Tasks. Thirdly, to determine if the students' current uses of their HL in the AL classroom help them learn English. Fourthly, to identify the uses that the students make of translation, finding out if learners know pedagogically-informed TOLC -Translation in Other Linguistic Contexts- strategies or not.

The study surveys the students from 2nd ESO groups A, B and C. These are not level but heterogeneous groups. Most of the students belong either to the middle or the working class. Some learners attend private English lessons but most of them do not. There are not newcomers, and the students' mother tongues are Spanish, Catalan and Chinese in some cases. Some of this tests' questions are of new creation, while others have been adapted by students, based on some teachers' questionnaires from the RG CILCEAL's EPILA PROJECT'S tests (2015-19). The survey is written in both Catalan and Spanish to facilitate all the learners' understanding of its questions.

<u>ENGLISH:</u>	<u>CATALAN:</u>
Student's Questionnaire	Qüestionari per als estudiants
<p>Please, mark one ladder to indicate your assessment of each of the sections.</p> <p>IMPORTANT:</p> <p>META-LANGUAGE is the usual/default language taught in a language class (Catalan, English and Spanish). If there is an AICLE project (A non-linguistic content taught in a given language), the META LANGUAGE refers to the language in which you teach the subject.</p> <p>OTHER LANGUAGES are languages which are NOT the default/meta language (For example: English if you are teaching sciences), or the languages of the newcoining students.</p>	<p>Si us plau, trieu la resposta o respostes que creieu correctes de cada secció.</p> <p>IMPORTANT:</p> <p>ALTRES LLENGÜES son llengües que NO son la META-LLENGUA o llengua de l'assignatura que es dona. (Per exemple: L'anglès si ensenyas ciències seria una ALTRE LLENGUA i l'anglès a la classe d'anglès, la META-LLENGUA).</p>

- **ANALYSIS DIMENSION #1: Teachers and Students' views regarding the learners' Home Language use for AL learning in the English classroom.**

QUESTION 1/PREGUNTA 1:	
<p>1. How do you think you can better learn a language? Cross only 1 answer. Com s'aprèn millor una llengüa? Trieu una resposta:</p>	
	<p>a) When in the classroom you only use one meta-language (E.g.: English in the English classroom), and the other languages (E.g.: Spanish/Catalan) are never used because it distracts you from learning the meta-language. Quan només es fa servir la meta-llengüa. Per exemple, l'anglès a les classes d'anglès.</p>
	<p>b) When in the classroom you only use one meta-language (E.g.: English in the English classroom), and the other languages (E.g.: Spanish/Catalan) are never used because it distracts you from learning the meta-language. Quan només es fa servir la meta-llengüa. Per exemple, l'anglès a les classes d'anglès.</p>
	<p>c) When using Other Languages does not help you learn the meta-language but is necessary in extreme cases: (E.g. when in the English class after 10 minutes trying to explain what an English word means, the teacher tells you its Spanish/Catalan translation). Penso que fer servir la ALTRES LLENGÜES no ajuda a aprendre més,</p>

	tot i que a vegades ajuda en casos concrets. Per exemple: Per traduir 1 paraula complicada en concret.
	d) When using Other Languages does helps you learn the meta-language. (Eg. Understanding English being easier by comparing it very often with Spanish/Catalan. Penso que fer servir la ALTRES LLENGÜES no ajuda a aprendre més, tot i que a vegades ajuda en casos concrets. Per exemple: Per traduir 1 paraula complicada en concret.

QUESTION 2/PREGUNTA 2:

2. Do you like using Other Languages in your lessons? (Languages which are not the Meta/default/typical language of that subject) Why? T'agrada fer servir llengües que no siguin l'Anglès a les classes d'Anglès? Quines, quan i per què?

Write your answer/ Escriu la teva resposta:

QUESTION 3/PREGUNTA 3:

3. Does your teacher approve when you use the Home Language in your English Lessons? Està d'acord el vostre professor quan feu servir la HL a les lliçons d'anglès?

	a). Yes/Si
	b). No/No
	c). Sometimes/Alguns cops

- **ANALYSIS DIMENSION #2): Students with a lower prior English level difficulty to face creative English Tasks and learn new AL in the process (Level gap, Use of Avoidance Strategies, Uninformed overuse of the HL)**

QUESTION 4/PREGUNTA 4:

4. Do you take extracurricular English lessons? Fas classes d'anglès extraescolar?

	a). Yes/Si
--	------------

	b) No/No
--	----------

QUESTION 5/PREGUNTA 5:

5. Do you feel you need to use your HL to get your message across? If so, what do you do? *Trobes que necessites fer servir la HL a les classes per expressar el que vols dir en anglès? Si és així, què fas?*

	a) No/No
	b) Yes. I say something else (I use avoidance strategies)/ <i>Si. Dic una altre cosa semblant o ho explico. Faig servir estratègies d'evitació.</i>
	c) Yes. I use the HL anyway, to look it on the Internet or ask a friend./ <i>Si. Faig servir la Llengua de Casa igualment, ho cerco a Internet o pregunto als amics.</i>

QUESTION 6/PREGUNTA 6:

6. In the English Class, do you use languages other than the Meta-Language/ (English)? /*A les classes d'anglès, feu servir altres llengües a part de l'Anglès? Quan?*

	a) Very often/ <i>Molt Sovint</i>
	b) Often/ <i>Sovint</i>
	c) Sometimes/ <i>Alguns cops</i>
	d) Never/ <i>Mai</i>

QUESTION 7/PREGUNTA 7:

7. If so, when do you use another Language other than the Meta-Language in the English Lessons? (E.g.: Catalan, Spanish or Arabic in the English Classroom). / *En cas afirmatiu, ¿quan feu servir altres llengües que no siguin la Meta-Llengua a les classes d'anglès? Quan feu servir el català, castellà o anglès?*

Write your answer. *Escriu la teva resposta:*

- **ANALYSIS DIMENSION #3): Do the students use the Home Language in the English classroom in a way that helps them to effectively learn the AL?**

QUESTION 8/PREGUNTA 8:	
8. What for and how do you use Other Languages which are NOT the Meta-Language in your School's lessons? /Quan i per a què feu servir ALTRES LLENGÜES que no siguin la META-LLENGUA o llengua principal de l'assignatura?	
<ul style="list-style-type: none"> • In individual activities/A activitats individuals 	
	a) Very often/ Molt Sovint
	b) Often/usually/ Sovint
	c) Not much/sometimes /Alguns cops
	d) Not at all/never /Mai
<ul style="list-style-type: none"> • In cooperative tasks/A tasques cooperatives 	
	a) Very often/ Molt Sovint
	b) Often/usually/ Sovint
	c) Not much/sometimes /Alguns cops
	d) Not at all/never /Mai
<ul style="list-style-type: none"> • To check some aspect of the Meta Language (Eg.: English) learning or its meaning. /Per comprovar alguna cosa gramatical de la META-LLENGUA (Llengua principal). 	
	a) Very often/ Molt Sovint
	b) Often/usually/ Sovint
	c) Not much/sometimes /Alguns cops
	d) Not at all/never /Mai
<ul style="list-style-type: none"> • To be given translations of a word, phrase or sentence in the Meta-Language. • Per traduir paraules, frases o expressions de la META-LLENGUA o llengua principal. 	
	a) Very often/ Molt Sovint
	b) Often/usually/ Sovint

	c) Not much/sometimes / <i>Alguns cops</i>
	d) Not at all/never / <i>Mai</i>

QUESTION 9/PREGUNTA 9:				
9. When do you use Other Languages (which are not the Meta-Language) during your lessons? / <i>Per a què feu servir vosaltres ALTRES LENGÜES que no siguin la principal de l'assignatura, durant les vostres classes?</i>				
	Very Often/ <i>Molt sovint</i>	Often/Usually/ <i>Usualment</i>	Not much/ <i>Sometimes/ Alguns cops</i>	Not at all/Never/ <i>Mai</i>
a) To take notes/ <i>per prendre notes</i>				
b) To ask a friend to solve some doubts/ <i>per preguntar un amic per resoldre dubtes</i>				
c) To ask the teacher some doubts/ <i>per preguntar dubtes al professor</i>				
d) To memorise or understand new language contents/ <i>per memoritzar o entendre continguts de llengua</i>				
e) To check reading comprehension (readings) aspects. / <i>Per entendre coses dels Readings</i>				
f) To check oral comprehension aspects (listening). <i>Per entendre coses dels listenings</i>				
g) To check written expression aspects (writings) / <i>Per comprovar aspectes de l'expressió escrita,</i>				
h) To check oral expression aspects (speaking). <i>Per comprovar aspectes de les presentacions orals</i>				

i) To look for equivalences at a bilingual dictionary. /Per cercar equivalències a un diccionari bilingüe.				
--	--	--	--	--

QUESTION 10/PREGUNTA 10:

10. How much do you agree with the following opinions? Estàs d'acord amb les següents opinions?	Very much Molt d'acord	A little bit. Una mica d'acord	Not much/ Poc d'acord	Not at all/ I completely disagree/ Res d'acord
a) The use of Other Languages (Not the Meta) helps learning the Meta-Language and the subject. Fer servir ALTRES LENGÜES ajuda a entendre millor ELS CONTINGUTS DE L'ASSIGNATURA (Eg. el text argumentatiu) i la LLENGUA PRINCIPAL de l'assignatura que s'imparteix (META-LLENGUA).				
b) I interact more with my peers thanks to using Other Languages (Eg. Catalan/Spanish in the English class). Fent servir el Català, Castellà o altres llengües m'ajuda a interactuar amb els companys durant les classes d'anglès.				
c) I interact more with the teacher thanks to using Other Languages (Eg. Catalan/Spanish in the English class) Fent servir el Català, Castellà o altres llengües m'ajuda a interactuar amb els companys durant les classes d'anglès/Fent servir el Català, Castellà o altres llengües m'ajuda a interactuar amb els companys durant les classes d'anglès				
d) Using Other Languages (Spanish, Urdú, Dutch, French...in the English Classroom) creates a good environment/climate in the classroom. Fer servir altres llengües ajuda a crear un bon ambient a les classes				
e) Using Other Language helps to understand the Grammar of the Meta Languages. Fer servir altres				

llengües m'ajuda a entendre la gramàtica de la llengua principal.				
f) Using Other Languages helps solve Reading Comprehension doubts. <i>Fer servir altres llengües m'ajuda a resoldre dubtes de comprensió dels Readings</i>				
g) Using Other Languages helps solve Listening Comprehension doubts. <i>Fer servir altres llengües m'ajuda a resoldre dubtes de comprensió oral</i>				
h) Using Other Languages helps solve Writing doubts. <i>Fer servir ALTRES LLENGÜES m'ajuda a resoldre dubtes sobre els writings que faré.</i>				
i) Using Other Languages helps solve Speaking doubts. <i>Fer servir altres llengües m'ajuda a resoldre dubtes dels Speakings.</i>				
j) Using Other Languages helps me to see in what the different languages have in common. <i>Fer servir ALTRES LLENGÜES m'ajuda a saber el que les llengües tenen en comú.</i>				
k) Using Other Languages helps me to see the differences between the languages. <i>Fer servir ALTRES LLENGÜES m'ajuda a entendre millor les diferències entre diferents idiomes.</i>				
l) Using Other Languages helps me to better understand other cultures. <i>Fer servir altres llengües m'ajuda a entendre millor altres cultures</i>				
m) Using Other Languages helps me to know more things about my culture, by comparing it to other cultures. <i>Fer servir Altres llengües aprenc les diferències culturals amb la meua</i>				

- **ANALYSIS DIMENSION #4): Determination of the pedagogically-informed TOLC strategies that the students know or don't know.**

QUESTION 11/PREGUNTA 11:

11. When do you use Corpus Linguistics such as Linguee/Reverso, or the English Corpus or Rhyme Zone? <i>Quan feu servir Corpus Llingüistics com Linguee/ Reverso el Corpus Anglès o aplicacions com Rhyme Zone?</i>	Always (very often) <i>/Sempre o molt sovint</i>	Often/ <i>Sovint</i>	Occasionally/ <i>Alguns cops</i>	Never/ <i>Mai</i>
a) To plan songs/ <i>Per planejar cançons</i>				
b) While writing songs/ <i>Mentre composes les cançons</i>				
c) While writing songs/ <i>Mentre composes les cançons</i>				
d) To correct written songs/ <i>Per corregir les cançons o poemes que he escrit.</i>				
e) To plan Essays/ <i>Per planificar Essays</i>				
f) To plan Essays/ <i>Per planificar Essays</i>				
g) While writing the essays/ <i>Mentre escriu les Essays</i>				
h) To correct the essays/ <i>Per corregir les Essays</i>				
i) To self-correct exam/exercise errors/ <i>Per auto-corregir exàmens o errors d'exercis</i>				
j) To understand readings/ <i>Per entendre els readings</i>				

QUESTION 12/PREGUNTA 12:

12. When do you use Word Reference, Softcatalà and other Online Dictionaries in your lessons? <i>Quan feu servir diccionaris Online com Soft-Català, Word Reference o altres?</i>	Always (very often) <i>/Sempre o molt sovint</i>	Often/ <i>Sovint</i>	Occasionall y/ <i>Alguns cops</i>	Never/ <i>Mai</i>
a) To plan songs/ <i>Per planificar poemes o cançons</i>				

b) While writing songs/ <i>per compondre cançons</i>				
c) To correct written songs/ <i>per corregir cançons que he escrit</i>				
d) To understand song lyrics/ <i>Per entendre un poema o la lletra 'una cançò existent</i>				
e) To plan Essays/ <i>Per planificar Essays</i>				
f) While writing the essays/ <i>Mentre escriu les essays</i>				
g) To correct the essays/ <i>Per corregir les essays</i>				
h) To understand readings/ <i>Per entendre els readings</i>				
i) To self-correct exam/exercise errors. / <i>Per auto-corregir-me errors a exàmens o exercicis</i>				

QUESTION 13/PREGUNTA 13:				
13. When do you use Literal Translation tools such as the Google Translator? <i>Quan fas servir eines de traducció literal com el Traductor de Google?</i>	Always (very often) / <i>Sempre o molt sovint</i>	Often/ <i>Sovint</i>	Occasionall y/ <i>Alguns cops</i>	Never/ <i>Mai</i>
a) To plan songs/ <i>Per planificar poemes o cançons</i>				
b) While writing songs/ <i>per compondre cançons</i>				
c) To correct written songs/ <i>per corregir cançons que he escrit</i>				
d) To understand song lyrics/ <i>Per entendre un poema o la lletra 'una cançò existent</i>				
e) To plan Essays/ <i>Per planificar Essays</i>				
f) While writing the essays/ <i>Mentre escriu les essays</i>				

g) To correct the essays/ <i>Per corregir les essays</i>				
h) To understand readings/ <i>Per entendre els readings</i>				
i) To self-correct exam/exercise errors. / <i>Per auto-corregir-me errors a exàmens o exercicis</i>				

QUESTION 14/PREGUNTA 14:

14. When using Google translator to translate a sentence, do you...? *Quan fas servir Google Translator per traduir ua frase, què fas després?*

a) Double-Check with Parallel Texts (Look at similar texts of the same typology). / <i>Miro textos que s'assemblin per a veure com es diu alguna cosa en l'altre idioma i si lo del Google Translator està bé o no</i>
b) Write down what Google Translator says, since words have their equivalents in the other languages. <i>Escriu el que diu el Google Translator, ja que les llengües són equivalents entre si.</i>
c) Use Linguee/Reverso/Google Search or Rhyme Zone to check if the use or grammar is correct or not. <i>Faig servir aplicacions com Reverso, Linguee o Rhyme Zone per comparar usos de la vida real d'una determinada expressió i comparar-los en context.</i>
d) Use other translators to translate the sentences word- by-word. / <i>Faig servir Word References i tradueixo la frase paraula per paraula.</i>

Annex 2: Teachers' Quantitative and Qualitative Survey

The teachers' survey is aimed at conveying quantitative and qualitative data: this time regarding the teachers' visions and applications of the HL in their English lessons for pedagogical purposes. This data collection tool is likely oriented to fulfil the Study's main aim of finding out informed translation practices that help the students with a lower prior English knowledge to fulfil creative English tasks, learning the Additional Language in the process. To do so, this data collection tool explores the first four analysis dimensions, corresponding to the first four specific objectives of the study:

Firstly, to know the teachers' and the students about the learners' use of the HL in the English classroom, and their effectiveness for AL learning, from a teachers' perspective. Secondly, to explore the difficulties that teachers perceive the students with lower prior English knowledge encounter when facing creative English Tasks. Thirdly, to determine if the teachers' fostering or forbiddance of a given set of HL uses of the students in the English classroom are effective for the students' effective AL learning. Fourthly, to identify the uses that teachers foster of translation, determining if these are explicit, self-reflective and contrastive pedagogically-informed TOLC ones or not.

The study surveys the two English teachers from 2th ESO groups A, B and C. Some of this test questions are of new creation, while others are based on some teachers' questionnaires from the RG CILCEAL's EPILA PROJECT'S tests (2015-19). The test is written in both Catalan and Spanish to facilitate its general understanding.

<u>ENGLISH:</u>	<u>CATALAN:</u>
Teachers' Questionnaire.	Questionari per als professors.
<p>Please, mark one ladder to indicate your assessment of each of the sections.</p> <p>IMPORTANT:</p> <p>META-LANGUAGE is the default language taught in a language class (Catalan, English and Spanish). If there is an AICLE project (A non-linguistic content taught in a given language), the META LANGUAGE refers to the language in which you teach the subject. OTHER LANGUAGES are the languages which are NOT the default/meta language (E.g.: English when teaching sciences).</p>	<p>Si us plau, trieu la resposta o respostes que creieu correctes de cada secció.</p> <p>IMPORTANT:</p> <p>ALTRES LLENGÜES son llengües que NO son la META-LLENGUA o llengua de l'assignatura que es dona. (Per exemple: L'anglès si ensenyas ciències seria una ALTRE LLENGUA i l'anglès a la classe d'anglès, la META-LLENGUA).</p>

- **ANALYSIS DIMENSION #1: Teachers and Students' views regarding the learners' Home Language use for AL learning in the English classroom.**

QUESTION 1/PREGUNTA 1:	
<p>1. How do you think our students can better learn a language? Choose only 1 answer. Com creieu que els vostres alumnes aprenen millor una llengua?</p>	
	<p>a) When in the classroom you only use one meta-language (E.g.: English in the English classroom), and the other languages (E.g.: Spanish/Catalan) are never used because it distracts you from learning the meta-language. / Quan només es fa servir la meta-llengüa. Per exemple, l'anglès a les classes d'anglès.</p>
	<p>b) When using Other Languages does not help you learn the meta-language but is necessary in extreme cases: (E.g. when in the English class after 10 minutes trying to explain what an English word means, the teacher tells you its Spanish/Catalan translation)</p>
	<p>c) When using Other Languages does helps you learn the meta-language. (Eg. Understanding English being easier by comparing it very often with Spanish/Catalan. / Penso que fer servir la ALTRES LLENGÜES no ajuda a aprendre més, tot i que a vegades ajuda en casos concrets. Per exemple: Per traduir 1 paraula complicada en concret.</p>

QUESTION 2/PREGUNTA 2:

2. Do you like using Other Languages in your lessons? (Languages which are not the Meta/default/typical language of that subject) Why? *T'agrada promoure l'ús d'Altres llengües a les teves classes? Per què si o no?*

Write your answer/ *Escriu la teva resposta:*

QUESTION 3/PREGUNTA 3:

3. Do you approve when your students use their Home Language in your English Lessons? *Creu que és bo quan els teus alumnes empen la Llengüa Materna a les teves lliçons? Creus que és bo?*

a) Yes/Si

b) No/No

- **ANALYSIS DIMENSION #2): Students with a lower prior English level's difficulties to face creative English Tasks and learn new AL in the process. (Level gap, Use of Avoidance Strategies, Uninformed overuses of the HL)**

QUESTION 4/PREGUNTA 4:

4. How many of your students take extracurricular English lessons outside the School Centre? Do they have a higher facility to engage in creative English Tasks? *Quants dels teus alumnes fan classes particulars d'anglès fora del centre? Tenen més facilitat per fer tasques en Anglès que la resta?*

Write your answer/ *Escriu la teva resposta:*

QUESTION 5/PREGUNTA 5:

5. Do you feel your students need to use their HL to get your message across? If so, what do they usually do? *Trobes que els teus alumnes necessiten fer servir la HL a les classes per expressar el que volen dir en anglès? Si és així, què fan normalment?*

	a). No/No
	b). Yes. They say something else (Use avoidance strategies)/Si. Diuen una altre cosa semblant o ho expliquen, fent servir estratègies d'evitació.
	c). Yes. They use the HL anyway, to look it on the Internet or ask a friend./ Si. Fan servir la Llengua de Casa igualment, per cercar-ho a Internet o preguntar als amics.

QUESTION 6/PREGUNTA 6:

6. In the English Class, do your students use languages other than the Meta-Language? (English) / A les classes d'anglès, fan servir els teus alumnes altres llengües a part de l'Anglès? Quan?

	a). Very often/ Molt Sovint
	b). Often/ Sovint
	c). Sometimes/ Alguns Cops
	d). Never/ Mai

QUESTION 7/PREGUNTA 7:

7. If so, when do they use Languages Other than the Main Subject Languages, and what for? En cas afirmatiu, quan feu servir altres llengües que no siguin la Meta-Llengua a les classes d'anglès o a altres classes i per a què?

Write your answer: /Escriu la teva resposta:

- **ANALYSIS DIMENSION #3): Do the students use the Home Language in the English classroom in a way that helps them to effectively learn the AL?**

QUESTION 8/PREGUNTA 8:

8. What for and how do you promote your students' use of Other Languages which are NOT the Meta-Language in your lessons? / Quan i per a què promous/no promous l'ús d'altres llengües que no siguin la meta-llengua o llengua principal de l'assignatura a les teves lliçons d'Anglès?

<ul style="list-style-type: none"> In individual activities/A activitats individuals 	
	a) Very often/ Molt Sovint
	b) Often/usually/ Sovint
	c) Not much/sometimes /Alguns cops
	d) Not at all/never /Mai
<ul style="list-style-type: none"> In cooperative tasks. A tasques cooperatives 	
	a) Very often/ Molt Sovint
	b) Often/usually/ Sovint
	c) Not much/sometimes /Alguns cops
	d) Not at all/never /Mai
<ul style="list-style-type: none"> To check some aspect of the Meta Language (Eg.: English) learning or its meaning. Per comprovar alguna cosa gramatical de la META-LLENGUA (Llengua principal). 	
	a) Very often/ Molt Sovint
	b) Often/usually/ Sovint
	c) Not much/sometimes /Alguns cops
	d) Not at all/never /Mai
<ul style="list-style-type: none"> To be given translations of a word, phrase or sentence in the Meta-Language. Per traduir paraules, frases o expressions de la META-LLENGUA o llengua principal. 	
	a) Very often/ Molt Sovint
	b) Often/usually/ Sovint
	c) Not much/sometimes /Alguns cops
	d) Not at all/never /Mai

QUESTION 9/PREGUNTA 9:

9. Do you foster your students' uses of Other Languages (which are not the Meta-Language) during your lessons? When and what for? / PromoUus en els teus alumnes l'us d' ALTRES	Very Often/	Often/ Usualy/	Not much/	Not at all/ Never/ Mai
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LLENGÜES que no siguin la principal de l'assignatura, durant les vostres classes? Quan i per a què?	Molt sovint	Usualment	Sometimes /Alguns cops	
a) To take notes/ per prendre notes				
b) To ask a friend to solve some doubts/ per preguntar un amic per resoldre dubtes				
c) To ask the teacher some doubts/ per preguntar dubtes al professor				
d) To memorise or understand new language contents/Per memoritzar o entendre continguts de llengua				
e) To check reading comprehension (readings) aspects. /Per entendre coses dels Readings				
f) To check oral comprehension aspects (listening). Per entendre coses dels listenings				
g) To check written expression aspects (writings). /Per comprovar aspectes de l'expressió escrita.				
h) To check oral expression aspects (speaking). Per comprovar aspectes de les presentacions orals				
i) To look for equivalències at a bilingual dictionary/ Per cercar equivalències a un diccionari bilingüe.				

QUESTION 10/PREGUNTA 10:

10. How much do you agree with the following opinions? Éstàs d'acord amb les següents opinions?	Very much Molt d'acord	A little bit. Una mica d'acord	Not much/ Poc d'acord	Not at all/ I completely disagree/ Res d'acord
a) The use of Other Languages (Not the Meta) helps my students to learn the Meta-Language and the subject. L'ús d'Altres Llengües que no són la				

Llengua Meta (llengua principal de l'assignatura) ajuda els meus estudiants a aprendre la llengua de l'assignatura i els continguts de la matèria.				
b) I interact more with my students thanks to using Other Languages (Eg. Catalan/Spanish in the English class) <i>Interactuo més amb els alumnes fent servir Altres Llengües (Ex: el Català o Castellà a les classes d'Anglès).</i>				
c) If my students use Other Languages (Spanish, Urdú, Dutch, French... in the English Classroom), this creates a good environment/climate in the classroom. <i>L ús de la llengua materna per part dels meus estudiants contribueix a crear un bon clima a la classe.</i>				
d) Using Other Language helps the students to understand the Grammar of the Meta Languages. <i>Emprar llengües que no siguin la principal de l'assignatura ajuda als estudiants a entendre la seva gramàtica.</i>				
e) Using Other Languages helps the students to solve Reading Comprehension doubts. <i>Emprar altres llengües ajuda els estudiants a solucionar dubtes de Comprensió Lectora.</i>				
f) Using Other Languages helps the stdents to solve Listennig Comprehension doubts. <i>Emprar altres llengües ajuda els estudiants a solucionar dubtes de Comprensió Oral.</i>				
g) Using Other Languages helps the students to solve Writing doubts. <i>Emprar altres llengües ajuda els estudiants a solucionar dubtes de Comprensió Escrita.</i>				
h) Using Other Languages helps the students to solve Speaking doubts. <i>Emprar altres llengües ajuda els estudiants a solucionar dubtes de Producció Oral.</i>				
i) Using Other Languages helps the students to see in what the different languages have iin common.				

Emprar altres llengües ajuda els estudiants a veure què tenen en comú diferents llengües.				
j) Using Other Languages helps the students to see the differences between the languages. Emprar altres llengües ajuda els estudiants a veure les diferències entre diferents llengües.				
k) Using Other Languages helps learners to better understand other cultures. Emprar altres llengües ajuda els aprenents a veure les diferències entendre millor altres cultures.				
l) Using Other Languages helps the students to know more things about my culture, by comparing it to other cultures. Emprar altres llengües ajuda els aprenents a comprendre millor la seva pròpia cultura, comparant-la amb la resta.				

- **ANALYSIS DIMENSION #4): Determination of the pedagogically-informed TOLC strategies that the students know or don't know.**

QUESTION 11/PREGUNTA 11:				
11. Do you foster your students' use of Corpus Linguistics such as Linguee/Reverso, or the English Corpus or Rhyme Zone? in your lessons? / Promous l'ús en l'alumnat de Corpus Llingüístics com Linguee/Reverso o Rhyme Zone a les teves classes? O Corpus Llingüístics en català? (Eines de comparar frases en context a diferents llengües, que et surten documents amb exemples de la frase a traduir en context)	Always (very often) /Sempre o molt sovint	Often/ Sovint	Occasionally/ Alguns cops	Never/ Mai
a) To plan songs/Per planejar cançons				
b) While writing songs/ Mentre composes les cançons				
c) To correct written songs/ Per corregir les cançons o poemes que he escrit.				
d) To plan Essays/ Per planificar Essays				
e) While writing the essays/ Mentre escric les Essays				

f) To correct the essays/ <i>Per corregir les Essays</i>				
g) To self-correct exam/exercise errors/ <i>Per auto-corregir exàmens o errors d'exercis</i>				
h) To understand readings/ <i>Per entendre els readings</i>				

QUESTION 12/PREGUNTA 12:

12. Do you foster your students' use of bilingual dictionaries such as: WordReference, Softcatalà and other Online Dictionaries in your lessons? / <i>Promous l'ús de diccionaris bilingües com Word Reference, Soft Català o altres diccionaris electrònics a les teves classes? Quan?</i>	Always (Very Often)/ <i>Sempre o molt sovint</i>	Often/ <i>Sovint</i>	Occasionally/ <i>A vegades o algun cop</i>	Never/ <i>Mai</i>
a) To plan songs/ <i>Per planificar poemes o cançons</i>				
b) While writing songs/ <i>per compondre cançons</i>				
c) To correct written songs/ <i>per corregir cançons que he escrit</i>				
d) To understand song lyrics/ <i>Per entendre un poema o la lletra 'una cançò existent</i>				
e) To plan Essays/ <i>Per planificar Essays</i>				
f) While writing the essays/ <i>Mentre escric les essays</i>				
g) To correct the essays/ <i>Per corregir les essays</i>				
h) To understand readings/ <i>Per entendre els readings</i>				
i) To self-correct exam/exercise errors. / <i>Per auto-corregir-me errors a exàmens o exercicis</i>				

QUESTION 13/PREGUNTA 13:

13. When do you ask your students to use Literal Translation tools such as the Google Translator? / <i>Quan demanes als teus estudiants fer servir eines de traducció com el traductor Google?</i>	Always (Very Often)/ <i>Sempre o molt sovint</i>	Often/ <i>Sovint</i>	Occasionally/ <i>A vegades o algun cop</i>	Never/ <i>Mai</i>
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a) To plan songs/ per planificar com escriuran una cançó o un poema.				
b) While writing songs/ mentre escriuen les cançons/ els poemes.				
c) To correct written songs/ per corregir cançons o poemes fets.				
d) To understand song lyrics / per entendre les lletres de les cançons.				
e) To plan Essays/ per planificar redaccions.				
f) While writing the essays/ Mentre fan les redaccions				
g) To correct the essays / Per corregir-se les redaccions				
h) To understand readings/ Per entendre els exercicis de comprensió lectora				
i) To self-correct exam/exercise errors/ Per auto-corregir-se errors a l'examen				

QUESTION 14/PREGUNTA 14:

14. When using Google Translator to translate a sentence, do you foster that your students...? Quan els teus estudiants fan servir Google Traductor, què fan després...?	Always (Very Often)/ Sempre o molt sovint	Often/ Sovint	Occasion ally/ A vegades o algun cop	Never / Mai
a) To double-check with parallel texts (Look at similar texts of the same typology). Mirar textos que s'assemblin per a veure com es diu alguna cosa en l'altre idioma i si lo del Google Translator està bé o no.				
b) To write down what Google Translator says, since words have their equivalents in the other languages. Escriure el que diu el Google Translator, ja que les llengües són equivalents entre si.				

<p>c) They use Linguee/Reverso/Google Search or Rhyme Zone to check if the use or grammar is correct or not. <i>Fan servir aplicacions com Reverso, Linguee o Rhyme Zone per comparar usos de la vida real d'una determinada expressió i comparar-los en context.</i></p>				
<p>d) They use other translators to translate the sentences word- by-word. <i>/Fan servir Word References i tradueixen la frase, paraula per paraula.</i></p>				

Annex 3: Teachers' Qualitative Interviews

ANALYSIS DIMENSION #1): Teachers and Students' views regarding the learners' Home Language use for AL learning in the English classroom.

- **Q1:** What level and course do you teach?
- **Q2:** What do you think that can help the students to engage in creative English tasks and learn new English in the process? Why?
 - To allow the students a free use of their Home Language in the English classroom for them to implicitly acquire the new English meanings, as they make the English Task.
 - To allow the students an explicit translation contrastive and self-reflective use of the HL in relation to their AL, for them to be creative and explicitly learn the new English meanings in the process.
 - To foster monolingual English lessons, for the students to learn the new English meanings by gist, as they try to fulfil the English task.

ANALYSIS DIMENSION #2): Students with a lower prior English level difficulty to face creative English Tasks and learn new AL in the process.

- **Q3:** Why do you think creative tasks and projects have been working better in subjects other than in English?
- **Q4:** Do you think that in order to fulfil creative tasks in English, the students necessarily need a high prior *English* knowledge? Why?
- **Q5:** Do you think it can be positive for the students' English learning to use avoidance strategies in order to fulfil creative English Tasks? Why?

- **Q6:** Do you think your students need to recur to their HL in order to get their own meanings across while fulfilling English creative tasks?

ANALYSIS DIMENSION #3): Do the students use the Home Language in the English classroom in a way that helps them to effectively learn the AL?

- **Q7:** When and what for do the students use their HL in the English classroom?
- **Q8:** Do you think your students' use of their HL helps them learn English as an AL or that it distracts them from it? Why?

ANALYSIS DIMENSION #4): Determination of the pedagogically-informed TOLC strategies that the students know or don't know.

- **Q9:** When and what for do your students use translation in the English classroom?
- **Q10:** Do you think a students' implicit use of translation through automatic translators help them learn English while fulfilling creative production tasks?
- **Q11:** Do you think a reflective and contrastive explicit use of translation can help the students to learn new English while fulfilling creative tasks?

Thank you for your participation!

Annex 4: Unit Planning Proposal



Title: *Learning English by doing!*

Teacher: Andrés Ocaña, Juan

Target Students: 2nd ESO or upper level heterogeneous groups.

Trimester: 2nd Trimester

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1) Contextualization, Justification and Theoretical Framework

Learning English by doing! Is a Didactic Unit of six sessions, based on “Translation for Other Linguistic Contexts (TOLC)”, (Esteve and Gonzalez-Davies in Pereña, 2016, p.11), which will take place in 3 weeks, in the second semester, acting as a bridge between what the students have been working and the teachers’ observations on the classroom needs and the final semester, after which the students are expected to engage in creative English productions in a more autonomous way. It is based on Cummings’ *Interdependence Hypothesis* (1984) that languages share common attributes by which it is possible for speakers to “transfer cognitive/academic or literacy-related proficiency from one language to another” (Cummins, 1984, p.68).

This unit is aimed at teaching the students the necessary interlanguage mediation tools and strategies for them to be able to take part in the Participating School’s Transformational Projects, using their HL in a pedagogically-informed way, in order to overcome level gap differences between the students, and integrate English as a successful Project subject within the school center. Even though it is applicable to this context, it can be applied to any heterogeneous-level group of English students from 2nd ESO level onwards, as the difficulties these non-native English learners are very similar to those of this target group.

2) Objectives

1. To acquire a plurilingual competence that allows the students to meaningfully apply several informed transfer skills and translation and mediation linguistic and cross-cultural strategies in order to meaningfully fulfil the given communicative tasks, developing Informed Transferring Skills.

2. To learn English through a good use of meaningful ICTS such as a reflective use of online translators, corpus linguistics and more before; and a pedagogically-informed implementation of TOLC strategies to facilitate the learners' explicit use of translation for AL learning purposes.
3. To expand the students' encyclopedic knowledge, realizing the main particularities of their HL and English as an AL's lexicon, grammar and structure.
4. To widen the students' knowledge of different cultural aspects of both their home language and of English as an AL, including similarities and differences.
5. To meaningfully use the HL and informed translation practices for students with lower prior English level engaged in TBL to effectively learn the AL in a creative and efficient ways.

3) Key Contents, Attention to Diversity and Specific Learning Objectives

Key Contents	Specific Learning Objectives
<p>English as an Additional Language Area:</p> <p>CC1. Oral Comprehension: Global, literal and interpretative. CC2. Oral Comprehension Strategies CC3. Oral Production Strategies CC4. Oral Interaction Strategies CC5. Out Loud Reading CC6. Phonetic and Phonological Distinction CC7. Written comprehension: global, literal, interpretative and evaluative. CC8. Written comprehension strategies CC9. Search and Management of linguistic information CC10. Selection and Evaluation of Information Criteria CC11. Written expression planning strategies CC12. Adequacy, coherence and cohesion CC13. Revision, correction, reparation and presentation strategies. CC14. Written interaction strategies. CC15. Creative Production Strategies. CC16. Dictionary use. CC20. Pragmatics CC21. Phonetics and Phonology CC22. Lexic and Semantics CC23. Morphology and Syntax CC24. Verbal and non-verbal strategies to overcome misunderstandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • To memorize, understand and use every day and culture-specific vocabulary about festivities from around the world. • To understand the differences between their HL and AL word formation. <p>Grammar:</p> <ul style="list-style-type: none"> • To use and understand word and sentence formation as culturally-specific (aux. subj. inversions, etc.). • To learn connectors and cohesive devices of informative texts.

<p>Spanish/Catalan/Others as an HL:</p> <p>CC1. Literal, interpretative and evaluative comprehension. Main and secondary ideas.</p> <p>CC2. Comprehension strategies for before, during and after the audiovisual sequence.</p> <p>CC3. Searching and information management strategies for knowledge construction.</p> <p>CC4. Written and multimedia texts' production strategies.</p> <p>CC5. Adequacy, coherence, cohesion, correction and presentation. Orthographic norms.</p> <p>CC6. Oral comprehension processes: acknowledging, selection, interpretation, anticipation, inference and retention.</p> <p>CC7. Non-verbal prosodic elements.</p> <p>CC8. Formal and non-formal, planned and unplanned oral texts.</p> <p>CC15. Reading and writing about different topics and contents.</p> <p>CC16. Oral interaction respect and education rules.</p> <p>CC19. Pragmatics.</p> <p>CC20. Phonetics and Phonology</p> <p>CC21. Lexis and semantics</p> <p>CC22. Morphology and Syntax</p> <p>CC23. Audiovisual Language</p> <p>Attitudinal and Plurilingual Competence in both areas.</p>	<p>Speaking:</p> <ul style="list-style-type: none"> • To be able to fluently speak about festivities from different cultures. • <p>Writing:</p> <ul style="list-style-type: none"> • To engage in creative writings and translations about multicultural festivities. <p>Plurilingual and Multicultural Mediation:</p>
<p>Diversity:</p> <ul style="list-style-type: none"> • Teach translation strategies and ICT English Self-Learning tools to allow all the students to engage in transformative PBL practices, minimizing level differences. • To create multidimensional support during the listening activities, by writing the sentences heard down in the whiteboard for the students to have both visual and auditory support. • To engage students in teamwork, so that every student can ask other team members the doubts s/he might have. • To use the HL as a vehicle of meaning, applicable to the learning of the AL, and as a way to allow all the students' feel their mother tongue valued in the sessions. • The videos will be paused, slowed down when needed and repeated twice. • Students with dyslexia will be given some grammar worksheet for syntactic support tips, and their orthographic errors won't be as much penalized. • The students will not be penalized for using the HL in class to refer to terms they don't know the first time these come up, so that they can consult them at home. • Assessment will be formative and will take into account qualitative tips for both the teacher and the students to make changes during the lessons. • Students with brain paralysis will have a watchperson as support and will be able to use the computer to make some activities, making the writing ones orally, or asking a classmate to include their ideas in the group-writings. • Encourage students with lower motivation to take the role of helpers and sit them closer to the whiteboard. 	

4) Methodology

The methodology of this sequence is to teach the students both English Linguistic and Attitudinal and Plurilingual Translanguage skills that allow them to overcome the English level gap between them, and make a pedagogically-informed use of their L1 in the English Classroom, being able to participate in multicultural English Transformational Projects, and develop translation and mediation tools and skills that allow learners to learn English by doing, creating the final Product. The students will learn through Vygotskian Socio-constructivist social teamwork interaction, and use translation as a learning tool, as it “promotes the learners’ ability to expand his/her range of expressions as it does not allow the students to resort to avoidance strategies as for example essay writing does, because (s)he is forced to translate a particular text” (Zojer, 2009, p.35), making autonomous students where students are in charge of the translation task and the teacher is only the moderator or the facilitator” (Leonardi, 2010, p.86).

Session one will consist on learning new English multicultural festivity Vocabulary and bilingual Online Dictionaries; Session 2 is about addressing Morphology, Grammar, and Syntax English differences and similarities with the students’ HLs through the use of Discussion Forums; Session 3 is about the understanding and translation of cultural-specific structures, idioms, phrasal verbs and online corpus linguistics; Session 4 deals with creative writing and parallel texts; Session 5 is about translation strategies and creative intercultural mediation and Session 6 is about making oral presentations about translation and festivities from cultures around the world. These will be sequenced according to Bloom’s Taxonomy, increasing their level of complexity from simple transactional activities towards more cognitively-complex productive tasks (1956, p.1).

5) Objectives, Competences, Key Contents and Assessment Criteria

Objectives	Assessment Criteria	Competences	Key Contents
<p>1. To widen the student's encyclopedic knowledge, realizing the main particularities of each language in regards to its lexicon, grammar and structure.</p>	<p>1. The student can widen his/her encyclopedic knowledge on linguistic content, realizing the main particularities of each language in regards to its lexicon, grammar and structure.</p> <p>(GRAMMAR/MEDIATION)</p>	<p>Linguistic Foreign English Area: C1, C4, C5, C6</p> <p>Linguistic Catalan/Spanish area: C1, C2, C3, C7</p> <p>Transversal Attitudinal and Plurilingual: A1, A2, A3</p>	<p>Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9, CC10, CC16. CC20, CC21, CC22, CC23, CC24</p> <p>Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC6, CC7, CC8. CC15, CC16, CC19, CC20 CC21, CC22, CC23</p> <p>Transversal Attitudinal and Plurilingual: CA15, CA16, CA17, CA18 + (All English Key Contents)</p>
<p>2. To widen the students' non-stereotypical cultural knowledge of different languages and traditions in relation to their mother culture, learning about differences and similarities between them.</p>	<p>2. The student can apply non-stereotypical plurilingual and multicultural Integrated Competence TOLC and intercultural mediation techniques to the mutual comprehension of oral texts in different languages and to the understanding across cultures.</p> <p>(LISTENNING)</p>	<p>Linguistic Foreign English Area: C1</p> <p>Linguistic Catalan/Spanish area: C7</p> <p>Transversal Attitudinal and Plurilingual: C2, C3</p>	<p>Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC6, CC20, CC21, CC22, CC23, CC24</p> <p>Linguistic Catalan/Spanish Area: CC6, CC7, CC8, CC16, CC19, CC20, CC21, CC22, CC23</p> <p>Transversal Attitudinal and Plurilingual: CA16, CA17, CA18+ (All English Key Contents)</p>
	<p>3. The student can apply non-stereotypical plurilingual and multicultural Integrated</p>	<p>Linguistic Foreign English Area: C4, C5, C6</p>	<p>Linguistic Foreign English Area: CC7, CC8, CC9, CC10, CC16, CC20, CC22, CC23</p>

			Competence TOLC and mediation techniques to the mutual comprehension of written texts in different languages and to the understanding across cultures. (READING)	Linguistic Catalan/Spanish area: C1, C2, C3 Transversal Attitudinal and Plurilingual: C1, C3	Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC15, CC19, CC21, CC22, CC23 Transversal Attitudinal and Plurilingual: CA15, CA17, CA18 + (All English Key Contents)
3.	To engage in meaningful and transformational communicative oral productions in both English and Spanish/Catalan.	4.	The student engages in Oral English Production through metalinguistic reflection of the HL and the AL or during the oral English presentation of a video-report about a multicultural festivity, that reflects on the intercultural translation strategies used to translate a text into the students' HL. (SPEAKING/INTERACTION)	Linguistic Foreign English Area: C1, C2, C3 Linguistic Catalan/Spanish area: C7, C8, C9 Transversal Attitudinal and Plurilingual: C2, C3	Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC5, CC6, CC20, CC21, CC22, CC23, CC24 Linguistic Catalan/Spanish Area: CC6, CC7, CC8, CC16, CC19, CC20, CC21, CC22, CC23 Transversal Attitudinal and Plurilingual: CA16, CA17, CA18 + (All English Key Contents)
4.	To engage in meaningful and transformational written productions in both English and Spanish/Catalan.	5.	To engage in creative AL writing production, using the HL when needed and translation strategies such as looking at parallel texts or TOLC ones to overcome linguistic difficulties. (WRITING)	Linguistic Foreign English Area: C7, C8, C9 Linguistic Catalan/Spanish area: C4, C5, C6 Transversal Attitudinal and Plurilingual: C1, C3	Linguistic Foreign English Area: CC9, CC10, CC11, CC12, CC13, CC14, CC15, CC16, CC20, CC22, CC23 Linguistic Catalan/Spanish Area: CC4, CC5, CC15, CC19, CC21, CC22, CC23 Transversal Attitudinal and Plurilingual Area: CC15, CC17, CC18 + (All English Key Contents)

6) Temporization, activities and resources

Sequencing of the Sessions, (R= Reading; W= Writing; L= Listening; S = Speaking; I= Interaction; M = Mediation/translation) *:

Session	Activity	Resources	Skills *	Groupings	Time	Key Contents	Competencies	Evaluation Criteria	
1 (55’)	Session 1: Vocabulary and Online Dictionaries (Lexicon)								
	1.1)	The students will be divided in groups of three. One student will have a picture with a cultural event, and will have to explain in the students’ Home Language what s/he sees in the picture to the group’s messenger, who will have to go to the other side of the classroom, translate the message into English with his/her own words, and say the English words s/he does not know in the HL. S/he will write the words they did not know down on a notebook. The person who receives the English message will have to draw the image. The students will change roles.	- Culture-Specific festivity illustrations. -Notebook -Whiteboard -Drawing material	S, L, M	-In 3s (3S) -Whole Groups (WG)	15’’	Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC5, CC6, CC7, CC8, CC9, CC10, CC16, CC20, CC21, CC22, CC23, CC24 Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC6, CC7, CC8, CC15, CC16, CC19, CC20, CC21, CC22, CC23 Transversal Attitudinal and Plurilingual: CC15, CC16, CC17, CC18 + (All English Key Contents)	Linguistic Foreign English Area: C1, C2, C3, C4, C5, C6 Linguistic Catalan/Spanish area: C1, C2, C3, C7, C8, C9 Transversal Attitudinal and Plurilingual: C1, C2, C3	1,2,4
	1.2)	Now the teacher will ask the students to use an online bilingual dictionary to translate the words they did not know into English. The students will	-Laptop with internet	L, M	(WG)		Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9, CC10, CC16, CC20, CC21, CC22, CC23, CC24	Linguistic Foreign English Area: C1, C4, C5, C6	1, 3

	learn that these dictionaries only work for single words.	access and browser. -Online Bilingual dictionaries.			10''	Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC6, CC7, CC8, CC15, CC16, CC19, CC20, CC21, CC22, CC23 Transversal Attitudinal and Plurilingual: CC15, CC16, CC17, CC18 + (All English Key Contents)	Linguistic Catalan/Spanish area: C1, C2, C3, C7, Transversal Attitudinal and Plurilingual: C1, C2, C3	
1.3)	The teacher will show the students the initial images which they will compare to theirs. The students will realize that there will be cultural differences between the original image and their interpretation, such as drawing palm trees instead of oaks, for instance.	-Teacher PPT with the culture-specific images. -The students' drawings.	S, L, M, I	(WG) Small Groups (SG)	10''	Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC5, CC6, CC7, CC8, CC9, CC10, CC16, CC20, CC21, CC22, CC23, CC24 Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC6, CC7, CC8, CC15, CC16, CC19, CC20, CC21, CC22, CC23 Transversal Attitudinal and Plurilingual: CC15, CC16, CC17, CC18 + (All English Key Contents)	Linguistic Foreign English Area: C1, C2, C3, C4, C5, C6 Linguistic Catalan/Spanish area: C1, C2, C3, C7, C8, C9 Transversal Attitudinal and Plurilingual: C1, C2, C3	1, 4
1.4)	A small discussion in English will take place between the differences in cultural meanings, and the students can discuss in groups and then tell the ones they see from the class examples to their classmates.	-Small-Group Team-work setting.	S, L, M, I	(SG) (WG)	15''	Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC5, CC6, CC7, CC8, CC9, CC10, CC16, CC20, CC21, CC22, CC23, CC24 Linguistic Catalan/Spanish Area:	Linguistic Foreign English Area: C1, C2, C3, C4, C5, C6 Linguistic Catalan/Spanish area:	1, 2, 4

Session	Activity	Resources	Skills	Groups	Time	Key Contents	Competencies	Av. Crit.
						CC1, CC2, CC3, CC6, CC7, CC8, CC15, CC16, CC19, CC20, CC21, CC22, CC23 Transversal Attitudinal and Plurilingual: CC15, CC16, CC17, CC18 + (All English Key Contents)	C1, C2, C3, C7, C8, C9 Transversal Attitudinal and Plurilingual: C1, C2, C3	
Session 2: Morphology, Grammar, Verbs, Syntax and Discussion Forums (Grammar)								
2 (55")	<p>2.1) The students will be given an English E-mail one friend sends to another, talking on their participation into a local festivity, and discussing the things they'll need to have done before attending it. It will have a set of culture-specific sentences in English.</p> <p>In small groups, they will have to translate the text into their Home Language, highlighting the culture-specific sentences or structures. Eg: Eng: "I'll get my hair cut" > Sp: me cortaré el pelo (syntax); "I will ask how old she was" > Sp. "Le pregunté cuántos años tenía el barco". (gender differences), also "he likes playing the guitar" (3rd p. sing- pres.(-s) vs. Sp. (a él le gusta jugar).</p>	<p>Worksheet with an English e-mail.</p> <p>Writing material</p> <p>Small group table setting</p>	R, M	SG	20"	<p>Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC5, CC6, CC7, CC8, CC9, CC10, CC11, CC12, CC13, CC14, CC15, CC16, CC20, CC21, CC22, CC23, CC24</p> <p>Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC4, CC5, CC6, CC7, CC8, CC15, CC16, CC19, CC20, CC21, CC22, CC23</p> <p>Transversal Attitudinal and Plurilingual: CC15, CC16, CC17, CC18 + (All English Key Contents)</p>	<p>Linguistic Foreign English Area: C1, C2, C3, C4, C5, C6, C7, C8, C9</p> <p>Linguistic Catalan/Spanish area: C1, C2, C3, C4, C5, C6, C7, C8, C9</p> <p>Transversal Attitudinal and Plurilingual: C1, C2, C3</p>	1, 3, 4, 5

	<p>2.2) The students will be asked in pairs to look in Word Reference Forums questions to grammatically explain the differences and similarities they see between the Home Language and the AL English morphology and grammar.</p>	<p>Laptop with internet access and a browser</p> <p>Writing material</p> <p>Word Reference Discussion Forums</p>	<p>R, M, S, L, I</p>	<p>IP</p>	<p>20”</p>	<p>Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC5, CC6, CC7, CC8, CC9, CC10, CC16. CC20, CC21, CC22, CC23, CC24</p> <p>Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC6, CC7, CC8. CC15, CC16, CC19, CC20, CC21, CC22, CC23</p> <p>Transversal Attitudinal and Plurilingual: CC15, CC16, CC17, CC18 + (All English Key Contents)</p>	<p>Linguistic Foreign English Area: C1, C2, C3, C4, C5, C6</p> <p>Linguistic Catalan/Spanish area: C1, C2, C3, C7, C8, C9</p> <p>Transversal Attitudinal and Plurilingual: C1, C2, C3</p>	<p>1, 3, 4</p>
	<p>2.3) The students will discuss the sentences they had underlined and explain the differences, and the other classmates will take notes, learning English through a peer socio-constructivist sharing some of the differences and overall similarities they see between the English and their Home Language’s Morphology, Grammar, Verbs and Syntax, commenting on the answers provided at the forums.</p>	<p>Worksheet with an English e-mail.</p> <p>Word Reference Discussion Forums</p> <p>Writing material</p>	<p>R, M, S, L, I</p>	<p>SG</p>	<p>15”</p>	<p>Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC5 CC6, CC7, CC8, CC9, CC10, CC11, CC12, CC13, CC14, CC15, CC16. CC20, CC21, CC22, CC23, CC24</p> <p>Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC4, CC5, CC6, CC7, CC8. CC15, CC16, CC19, CC20, CC21, CC22, CC23</p> <p>Transversal Attitudinal and Plurilingual: CC15, CC16, CC17, CC18 + (All English Key Contents)</p>	<p>Linguistic Foreign English Area: C1, C2, C3, C4, C5, C6, C7, C8, C9</p> <p>Linguistic Catalan/Spanish area: C1, C2, C3, C4, C5, C6, C7, C8, C9</p> <p>Transversal Attitudinal and Plurilingual: C1, C2, C3</p>	<p>1, 4, 5</p>

Session	Activity	Resources	Skills	Groups	Time	Key Contents	Competencies	Evaluation Criteria	
Session 3: Cultural-specific sentence structures, Idioms, Phrasal Verbs and Online Corpus Linguistics									
3 (55’)	3.1)	The teacher will show the students a small listening English video about different around-the-world festivities where a series of idioms and phrasal verbs are there. The students will have to write them down in contextualized sentences. The teacher will write the sentences at the whiteboard at the same time, pausing the video.	-English video about festivities from different cultures. -Projector. -White-board. -Note-Books.	L, W	Ind.	15’’	Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC6, CC9, CC10, CC11, CC12, CC13, CC14, CC15, CC16, CC20, CC21, CC22, CC23, CC24 Linguistic Catalan/Spanish Area: CC4, CC5, CC6, CC7, CC8, CC15, CC16, CC19, CC20, CC21, CC22, CC23 Transversal Attitudinal and Plurilingual: CC16, CC17, CC18 + (All English Key Contents)	Linguistic Foreign English Area: C1, C7, C8, C9 Linguistic Catalan/Spanish area: C4, C5, C4, C5, C6 C7 Transversal Attitudinal and Plurilingual: C1, C2, C3	2, 5
	3.2)	The students will be asked what the examples have in common, telling them they are verbs or sentences which make no sense in another language but have a meaning in a specific one. Verbs depending on the preposition they have in English or Idiomatic expressions in both languages such as “raining cats and dogs” vs: ploure a bots i barrals”. S/he will ask the students how can they know what these mean if there are	-Students’ notes. -Projector -Laptops -Google Translator	I, M, S	WG correction	10’’	Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC5 CC6, CC7, CC8, CC9, CC10, CC16, CC20, CC21, CC22, CC23, CC24 Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC6, CC7, CC8, CC15, CC16, CC19, CC20, CC21, CC22, CC23 Transversal Attitudinal and Plurilingual: CC15, CC16,	Linguistic Foreign English Area: C1, C2, C3, C4, C5, C6 Linguistic Catalan/Spanish area: C1, C2, C3, C7, C8, C9	1, 4

	no HL direct equivalent words. Some will mention Google translator , and it will be tried and discarded as a possibility, as students will see the translation is not literal . The students will say they can sometimes guess by the context .					CC17, CC18 + (All English Key Contents)	Transversal Attitudinal and Plurilingual: C1, C2, C3	
3.3)	The teacher will introduce the concept of Corpus Linguistics , telling students that by using Rhyme zone or <i>Linguee</i> , they can see English Collocations, and words used in contexts , so that they can see phrasal verbs in use then translation and choose the answer-sentence which fits their intended message .	-Laptops with internet access. -Some Corpus webs (Linguee, Rhyme-Zone).	R, L, W	WG	10''	Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9, CC10, CC16, CC20, CC21, CC22, CC23, CC24 Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC6, CC7, CC8, CC15, CC16, CC19, CC20, CC21, CC22, CC23 Transversal Attitudinal and Plurilingual: CC15, CC16, CC17, CC18 + (All English Key Contents)	Linguistic Foreign English Area: C1, C4, C5, C6 Linguistic Catalan/Spanish area: C1, C2, C3, C7 Transversal Attitudinal and Plurilingual: C1, C3, C3	1, 2
3.4)	The students will be given a list of sentences in wither their Home Languages or in English. The students will have to use a Corpus Linguistics' with in order to translate the sentences , using the correct meaning in each case for each concept translated. Some will be from their HL to the AL and others from the AL into their HL. The students can ask their partners or share ideas with them.	Worksheet with Spanish/Catalan and English sentences Laptops with internet access	R, I, W, M	SG	20''	Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9, CC10, CC11, CC12, CC13, CC14, C15, CC16, CC20, CC21, CC22, CC23, CC24 Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC4, CC5, CC6, CC7, CC8, CC15, CC16, CC19, CC20, CC21, CC22, CC23 Transversal Attitudinal and Plurilingual: CC15, CC16, CC17, CC18 + (All English Key Contents)	Linguistic Foreign English Area: C1, C4, C5, C6, C7, C8, C9 Linguistic Catalan/Spanish area: C1, C2, C3, C4, C5, C6, C7	1, 3, 5

Session	Activity	Resources	Skills	Groupings	Time	Key Contents	Transversal Attitudinal and Plurilingual: C1, C2, C3	Compe tencies	Ev. Crit.
Session 4: Creative writing and Parallel texts									
4 (55”)	4.1) The students will be shown an English text describing a festivity, and its Spanish and Catalan translation. (If the students have other home languages, these can be included too). In pairs, the students will highlight the differences in form, connectors, formality and presentation between them to understand it.	Worksheet with an English text describing a festivity	S, L, M, R	IP	15”	Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC5, CC6, CC7, CC8, CC9, CC10, CC16, CC20, CC21, CC22, CC23, CC24 Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC6, CC7, CC8, CC15, CC16, CC19, CC20, CC21, CC22, CC23 Transversal Attitudinal and Plurilingual: CC15, CC16, CC17, CC18 + (All English Key Contents)	Linguistic Foreign English Area: C1, C2, C3, C4, C5, C6 Linguistic Catalan/Spanish area: C1, C2, C3, C7, C8, C9 Transversal Attitudinal and Plurilingual: C1, C2, C3	1, 3, 4	
	4.2) As a group-activity, the teacher will make heterogeneous groups, where at least one student per group comes from a different culture from that of the other groups. Each small group will have to think of a festivity and write a text about it in their Home Language.	Group work classroom setting Parallel Spanish/Catalan texts	R, W, I, M	SG	40”	Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9, CC10, CC11, CC12, CC13, CC14, C15, CC16, CC20, CC21, CC22, CC23, CC24 Linguistic Catalan/Spanish Area:	Linguistic Foreign English Area: C1, C4, C5, C6, C7, C8, C9 Linguistic Catalan/Spanish area:	1, 3, 5	

	Then, each group will describe a given festivity from around the world, including a photo, and look at the parallel Home Language text, where they can find style culturally-specific things to take into account.					CC1, CC2, CC3, CC4, CC5, CC6, CC7, CC8, CC15, CC16, CC19, CC20, CC21, CC22, CC23 Transversal Attitudinal and Plurilingual: CC15, CC16, CC17, CC18 + (All English Key Contents)	C1, C2, C3, C4, C5, C6, C7 Transversal Attitudinal and Plurilingual: C1, C2, C3	
Session	Activity	Resources	Skills	Groups	Time	Key Contents	Competencies	Evaluation Criteria
Session 5: Translation Strategies and Creative Intercultural Mediation								
5 (55”)	<p>5.1) The students will be set in small groups and given a worksheet where different expressions in several languages have to be translated using their laptops, either from HL to AL or the other way around. The teacher will ask the students as a whole-group activity, different ways to translate these expressions, taking the chance to explain the different translation strategies:</p> <p>-Adaptation (adopting a different term more common in the Target culture). E.g.: Baseball > Football</p> <p>-Equivalence (adapting a whole sentence to make it sound more native). E.g.: “Ya era hora” > “The time had arrived for”</p>	<p>Group work classroom setting</p> <p>Worksheet with sentences to translate.</p> <p>Work sheet with translation strategies.</p> <p>Laptops with Internet</p>	L, W, I	SG	25”	<p>Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9, CC10, CC16, CC20 CC21, CC22, CC23, CC24</p> <p>Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC6, CC7, CC8, CC15, CC16, CC19, CC20, CC21, CC22, CC23</p> <p>Transversal Attitudinal and Plurilingual: CC15, CC16, CC17, CC18 + (All English Key Contents)</p>	<p>Linguistic Foreign English Area: C1, C4, C5, C6</p> <p>Linguistic Catalan/Spanish area: C1, C2, C3, C7</p> <p>Transversal Attitudinal and Plurilingual: C1, C3, C3</p>	1, 2

	<p>- Modulation: Introducing a change in the form or perspective: “I will have my hair cut” > “me cortaré el pelo”</p> <p>- Transposition: Changing the grammatical category of one word to another without altering its meaning: “Busqué en Google” vs. “I googled” something.</p> <p>- Calque: Finding a Target Language grammar-based equivalent for a Source Language word: E.g.: Handball > balon mano.</p> <p>-Borrowing: Keeping the original language while putting the word in brackets. E.g.: Eng. performance > Sp. “performance”, used when there is no equivalent in the AL.</p> <p>-Literal translation: Translating the meaning of a message word by word, looking for direct equivalents or using Google Translator. This only works with some words which have a direct equivalent in the Target Language.</p>	<p>access and the all the previous resources (bilingual dictionaries, discussion forums, corpus linguistics)</p> <p>Writing material</p>						
	<p>5.2) The students will translate another group’s text into English, using English as the communication language and telling in their HL some words they don’t know, looking for their translation in order to learn them. They will apply the translation strategies mentioned above, and will have to justify their choices.</p> <p>Learners will be encouraged to use Translation techniques, Online Translators, Forums and Corpus Linguistics to express the original creative ideas</p>	<p>-Another team group’s HL text to translate into English.</p> <p>Laptops with Internet</p>	<p>R, W, M, I</p>	<p>SG</p>	<p>30” + HW</p>	<p>Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC6, CC7, CC8, CC9, CC10, CC11, CC12, CC13, CC14, C15, CC16. CC20, CC21, CC22, CC23, CC24</p> <p>Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC4, CC5, CC6, CC7, CC8. CC15, CC16, CC19, CC20, CC21, CC22, CC23</p>	<p>Linguistic Foreign English Area: C1, C4, C5, C6, C7, C8, C9</p> <p>Linguistic Catalan/Spanish area: C1, C2, C3, C4, C5, C6, C7</p>	<p>1, 3, 5</p>

	(anything the students had wanted to say about it). They can codeswitch to the HL to say words they don't know or ask them to the teacher or to their peers, but mostly use English , now the Target Language of the texts to translate.	access and the all the previous resources.				Transversal Attitudinal and Plurilingual: CC15, CC16, CC17, CC18 + (All English Key Contents)	Transversal Attitudinal and Plurilingual: C1, C2, C3	
Session	Activity	Resources	Skills	Groupings	Time	Key Contents	Competencies	Evaluation Criteria
Session 6: Oral Presentations and Intercultural Communication								
6 (55")	<p>6.1) Each group will have to explain in English the translated text to their classmates. They will have to orally explain the meanings of the text, and comment on the translating strategies they used to translate the HL source text into English. If there is some word, they don't know how to say it in English they can say it in their HL, but the teacher will have to write it down for the students to check it later.</p> <p>Presentations will be recorded in video and uploaded to the Virtual Campus for the other students in the class to see. They will all create an interactive festivity guide, where all the festivities in the class are shown in their original version and their HL translation for tourists and enthusiast local people. Each group's translation, presentation and festivity text will be the final product, meant to make a festivity brochure at the school and perhaps celebrate some of the multicultural festivities or the one who wins in an in-class voting.</p>	<p>Projector and classroom computer</p> <p>PPT/Canva /Prezi</p> <p>Students' presentations and written guidelines</p> <p>Classroom Virtual Campus/ School blog</p> <p>Laptops</p>	S, L, M, I	SG, WG	55"	<p>Linguistic Foreign English Area: CC1, CC2, CC3, CC4, CC5, CC6, CC7, CC8, CC9, CC10, CC16, CC20, CC21, CC22, CC23, CC24</p> <p>Linguistic Catalan/Spanish Area: CC1, CC2, CC3, CC6, CC7, CC8, CC15, CC16, CC19, CC20, CC21, CC22, CC23</p> <p>Transversal Attitudinal and Plurilingual: CC15, CC16, CC17, CC18 + (All English Key Contents)</p>	<p>Linguistic Foreign English Area: C1, C2, C3, C4, C5, C6</p> <p>Linguistic Catalan/Spanish area: C1, C2, C3, C7, C8, C9</p> <p>Transversal Attitudinal and Plurilingual: C1, C2, C3</p>	1, 4

7) Assessment Proposal with Qualitative Markers

The assessment will be continuous and forming and formative, analyzing the different English, Spanish/Catalan and the Transversal and Attitudinal Competence of the students through the whole learning process in a qualitative and quantitative way, allowing both the students and the teacher to know in which aspect they should focus to improve through the sessions. The assessment criteria and qualitative markers are the following:

Criteria		(AE) Perfect! (1.9p)	(AN) Very Good (1.34p).	(AS) Good (0.84p.)	AI) Keep Trying (0.5p.)
1	The student can widen his/her encyclopedic knowledge on linguistic content, realizing the main particularities of each language in regards to its lexicon, grammar and structure. (GRAMMAR/MEDIATION)	The student fully understands and applies the similarities and differences in grammar, syntax and vocabulary shared by the HL and the AL.	The student recognizes the similarities and differences in grammar, syntax and vocabulary shared by the HL and the AL but sometimes does not apply them in regards to each culture's specifications.	The student recognizes the similarities and differences in vocabulary but presets difficulties to recognize or apply differences in grammar and syntax in regards to the cultural part of each language	The student cannot recognize or apply differences or similarities between the HL and the AL in vocabulary, grammar or syntax,
2	The student can apply non-stereotypical plurilingual and multicultural Integrated Competence TOLC and intercultural mediation techniques to the mutual comprehension of oral texts in different languages and to the understanding across cultures. (LISTENNING)	The student can fully apply TOLC and mediation strategies to the cultural understanding of AL and HL oral texts.	The student can apply TOLC and mediation strategies to the cultural understanding of AL and HL oral texts, although sometimes cultural misunderstandings occur.	The student can apply TOLC and mediation strategies to the cultural understanding of AL and HL oral texts, although cultural differences often results in misunderstandings or not getting much of the message across.	The student either thinks the AL is weird, inferior or incorrect and should be like their HL or shows high difficulties at understanding the overall meanings of cultural oral texts.

3	The student can apply non-stereotypical plurilingual and multicultural Integrated Competence TOLC and mediation techniques to the mutual comprehension of written texts in different languages and to the understanding across cultures. (READING)	The student can fully apply the right TOLC and mediation strategies to the cultural understanding of AL and HL written texts.	The student can apply TOLC and mediation strategies to the cultural understanding of AL and HL written texts, although these sometimes are not the right ones, resulting sometimes in the misreading or written texts.	The student can apply some TOLC and mediation strategies to the cultural understanding of the AL and HL written texts, although these are often wrongly picked-up, resulting in mistranslations that convey confusing readings across.	The student uses Google Translator for everything or cannot apply the right TOLC ICTs or translating strategies, resulting in the misreading of the given culturally-specific texts.
4	The student engages in Oral English Production through metalinguistic reflection of the HL and the AL or during the oral English presentation of a video-report about a multicultural festivity, that reflects on the intercultural translation strategies used to translate a text into the students' HL. (SPEAKING/INTERACTION)	The student is able to efficiently use the HL knowledge and the right TOLC and ICTs to prepare oral texts in English, talking about different culture festivities and meta-linguistically reflecting on the TOLC strategies used for the texts' translation.	The student can use the HL knowledge and usually apply the right TOLC and ICTs to prepare oral texts in English, talking about different culture festivities and meta-linguistically reflecting on the TOLC strategies used for the texts' translation, at a basic level.	The student can use the HL knowledge and sometimes apply the right TOLC and ICTs to prepare oral texts in English, talking about different culture festivities but cannot meta-linguistically reflect on the TOLC strategies used for the texts' translation.	The student is unable to use the HL knowledge and usually apply the right TOLC and ICTs to prepare oral texts in English, talking about different culture festivities, nor meta-linguistically reflect on the TOLC strategies used for the texts' translation.
5	To engage in creative AL writing production, using the HL when needed and translation strategies such as looking at parallel texts or TOLC ones to overcome linguistic difficulties. (WRITING)	The student can efficiently use the HL knowledge and the right TOLC and ICTs to write creative texts in English, taking into account both cultural and linguistic aspects.	The student can use the HL knowledge and usually apply the right TOLC and ICTs to write creative texts in English, taking into account its linguistic aspects.	The student can use the HL knowledge and sometimes apply the right TOLC and ICTs to write creative texts in English, although some mistranslations occur due to the lack of mediation competence, or uses avoidance strategies rather than facing the communicative problem.	The student cannot relate the AL language to the HL knowledge, or apply any TOLC strategies or ICT resources to be able to express his/her own ideas, in her writings, reproducing what s/he knows using avoidance strategies rather than creating.

