FACULTAT DE PSICOLOGIA, CIÈNCIES DE L'EDUCACIÓ I DE L'ESPORT

BLANQUERNA

ENGINYERIA I ARQUITECTURA LA SALLE

(UNIVERSITAT RAMON LLULL)

Màster en Formació del Professorat d'Educació Secundària, Batxillerat, Formació Professional i Ensenyament d'Idiomes

TREBALL FINAL DE MÀSTER

Curs 2019-2020

Multilingualism: English Third Language Acquisition and Cross-Linguistic Influence from L2 to L3

ESTUDIANT: Samira Ghassemifalavarjani

DIRECCIÓ: Laia Aixalà Foster-Pàmies

Abstract

Third language acquisition is a topic of research that has drawn the attention of many scholars during the last decades (Cenoz, 2001). Being multilingual has expanded both linguistically and culturally speaking all around the world. Multilingualism refers to the ability of an individual to use and speak at least two or more languages. This paper is firstly focusing on English as Third Language Acquisition (TLA) and underscores the advantages of being bilingual rather than monolingual learning an additional language (AL). Secondly, it highlights the Cross-Linguistic Influence phenomenon (CLI) on the L3 from the multilingual perspective, focusing on the Typological Distance factor. Thirdly, we will briefly discuss Plurilingualism and Translanguaging from a multilingual perspective. Ultimately, this paper points out the importance of Universal Design for Learning (UDL) as a helpful learning approach to boost students' abilities in all transversal and componential based learning in general.

The results of this study were supposed to be from the data gathering from 22 participants (pupils of first of E.S.O), English learners as L3 from Sagrada Familia school but, due to the circumstances of COVID-19 pandemic it was annulled.

Keywords: Third language acquisition (TLA), Cross-Linguistic Influence (CLI), Additional Language (AL), Bilingualism, Multilingualism, Plurilingualism, Translanguaging, and Universal Design for Learning (UDL).

Resum

L'aprenentatge d'una tercera llengua és un punt de recerca que està cridant l'atenció de molts investigadors durant la darrera dècada (Cenoz, 2001). Ser multilingüe s'ha estès arreu del món tant lingüísticament com cultural. El concepte de multilingüe es refereix a l'habilitat dels individus de utilitzar dos o més llengües. Aquest treball es centra primerament en l'anglès com a tercera llengua a aprendre (ATL), i destacant els avantatges de ser bilingüe enfront de ser monolingüe en el moment d'aprendre una Llengua Addicional (LA). En segon lloc, assenyalar el fenomen de la Influència del Creuament de Llengües (ICL) a la L3 des de la perspectiva plurilingüe amb l'atenció al factor tipològic de distància. A continuació, es discutirà breument sobre Plurilingüisme i Translanguaging des de la perspectiva multilingüe i, finalment, destacaré la importància del Disseny Universal per l'Aprenentatge (DUA) com a mitjà útil per a avivar les habilitats dels estudiants sinó també per a aprenentatge basat en competències transversals en general.

Els resultats d'aquest estudi havien de sortir de la recollida de dades de 22 participants (alumnes de primer de la ESO) amb anglès com a L3 de l'Escola Sagrada Família, però degut a l'epidèmia del COVID-19 s'ha anul·lat.

Paraules claus: Aprenentatge d'una Tercera llengua (ATL), Influència del Creuament de Llengües (ICL), Llengua Addicional (LA), Bilingüe, Multilingüe, Plurilingüisme, Translanguaging, Disseny Universal per l'Aprenentatge (DUA).

Resumen

El aprendizaje de un tercer idioma es un punto que está llamando la atención de muchos investigadores durante la última década (Cenoz, 2001). Ser multilingüe se ha extendido por el mundo tanto lingüística como culturalmente. El concepto de multilingüe se refiere a la habilidad de los individuos de usar dos o más lenguas. Este trabajo se centra, primeramente, en el inglés como tercera lengua a aprender (ATL), destacando las ventajas de ser bilingüe en frente de ser monolingüe en el momento de aprender una Lengua Adicional (LA). También señalar el fenómeno de la Influencia del Cruzamiento Lingüístico (ICL) a la L3 desde la perspectiva multilingüe con la atención al factor tipo-lógico de la distancia. Después, se discutirá brevemente sobre la Pluringüismo y Translanguaging y des de la perspectiva multilingüe y, finalmente, destacar la importancia del Diseño Universal para el Aprendizaje (DUA) como un medio útil para alentar no sólo las habilidades lingüísticas, sino también para un aprendizaje transversal basado en competencias en general.

El resultado de este estudio tenía que salir de la recogida de datos de 22 participantes (alumnos de primero de la ESO) con inglés como L3 del Colegio Sagrada Familia, pero debido a las circunstancias de la epidemia de la COVID-19 se ha anulado.

Palabras clave: Aprendizaje de una Tercera Lengua (ATL), Influencia del Cruzamiento Lingüístico (ICL), Lengua Adicional (LA), Bilingüe, Multilingüe, Pluringüismo, Translanguaging, Diseño Universal para el Aprendizaje (DUA).

TABLE OF CONTENTS

1. Introduction

The Spanish Educational System is giving more importance to the acquisition of additional languages (AL), and the reinforcement has been started from the Primary schools to Baccalaureate. Above all languages, English as an international idiom has converted to a necessity for everybody, especially for young people. Similarly, in the last decade in Catalonia, for example, a significant investment has been put to changing the old methods and strategies in order to enhance the students' linguistic competence. Also, great work on learning English as the first foreign language has been executed, for instance, CLIL projects. Hence, in Catalonia, there are two languages, students as bilingual or multilingual have got a different type of view on other languages. However, the intention and the Educational Policy will be using all the repertoires in order to boost the additional language skills, English in this case.

The objective of this paper is twofold: firstly, to analyze the advantages of being bilingual learning other language and secondly, to diagnose the Cross-Linguistic Influence as a phenomenon with the focus on the "Distance or Typological" factor in order to discover the reason and rationality of Code-switching from one language to another. Furthermore, to go through helpful approaches due to the necessity of dealing with the diversity of pupils, we may have in our classrooms. As teachers, our duty is the wellbeing of students and cover their needs; meanwhile, they are in their learning process. Having instruments and strategies to achieve teaching objectives and competences is essential. For this purpose, I am going to briefly point out useful approaches like Plurilingualism, Translanguaging, and Universal Design for Learning (UDL).

The focal languages in this research are Catalan L1, Spanish L2, and English as L3 and AL. The theoretical framework will be centered on English as a third foreign language and the Cross-Linguistic Influence (CLI) and code-switching from L2 to L3, taking advantage of the previous studies and researches on this subject. Due to the COVID-19 pandemic and the quarantine circumstances, it would not be possible to gather my data from both pupils and English language teachers. Although the related tools to gather the data (questionnaires, photos, and rubrics) are provided in the annexures.

2. Objectives and hypotheses

This paper will focus on the Catalan region and will center on English as the Third Language (TL) to accomplish the following objectives:

1. To highlight the importance of learning English as a foreign language.
2. To underscore the advantages of being a bilingual rather than a monolingual learning an additional language (AL).
3. To explore the Cross-Linguistic Influence phenomenon (CLI) on the English language as the TL from the other learned languages.
4. Consequently, to highlight helpful approaches in order to deal better with the diversity of students, we may have in our classrooms.

The hypotheses from which I part is based upon more Cross-Linguistic Influence (CLI) from Spanish L2 to English L3 with the focus on the Typological Distance Factor. It will be on the basis of counting Code-switching(s) from Spanish and Catalan to English in students' oral presentations. The hypothetic result of this study is expected to confirm more Code-switching from Spanish L2 rather than Catalan L1, as a result of the Typological Distance Factor between Spanish and English language. The observations and the data gathering had to be from 22 bilingual students with Catalan L1 and Spanish L2 and English as TL.

The data of this study were supposed to be gathered through the following methodology and instruments available in the annexures.

1- To know students' opinions about English and their languages in contact, they also have their effect in English through <u>questionnaires</u> (annex 1).
2- Data will be gathered by <u>recording students' voices (photos annex 7)</u> and finding out the transfers or Code-switching they make from one language to another.
3- <u>To interview</u> both students and teachers, and to gather information related to the topic (Multilingualism, EFL and as TL, CLI from L2 to L3). (annexures 2 and 3).
4- <u>To assess</u> students (self and teacher assessment) with the help of <u>rubrics</u>. (annexures 4, 5 and 6).

3. Theoretical Framework

3.1. The Language Model of the Catalan Educational System

First of all, it is worth looking out the language model of the educational system in Catalonia to know where we are in Spain in general (in terms of languages exists), how English as TL is considered, and will be evaluated in Catalan schools. Regarding the document published officially by (Departament d'Ensenyament de Generalitat de Catalunya), the Statute of Autonomy of Catalonia establishes, in Article 6, that the native language in Catalonia is Catalan and that it is also the usual vehicular language and language of learning in education. Similarly, Article 20 of the Language Policy Act 1/1998, of January 7, 1998, establishes the Catalan language as the native language of Catalonia and all levels of education. Besides, article 5 of Act 17/2010, of June 3, 2010, on Catalan Sign Language establishes that, in the school sphere, learning is guaranteed within a bilingual educational modality, in which LSC is a teaching language in conjunction with Catalan, and the other oral and written official languages of Catalonia. Therefore, on the one hand, the Catalan education policy is providing students with Catalan and Occitan as a guarantee of educational quality and equality.

On the other hand, the development of students' multilingualism competence allows them to expand and function in the society where they live and in the global environment and gives them the linguistic and cognitive skills required by new job market needs.

In the Rethinking education, approved by the European Commission in November 2012, language learning is recognized as an essential tool for lifelong learning, and a European indicator for language competence is proposed which fixes. With regards to the Common European Framework of Reference for Languages, the level of knowledge that students must reach by the end of their compulsory education – B1 level in their first foreign language at the end of compulsory education – and a recommendation: at least 75% of students in the first year of secondary education must be learning at least two foreign languages. Therefore, the Catalan government defines the language model for the education system by placing language at the center of learning: as a fundamental instrument for the personal, social, academic and professional development of all students, and as a guarantee of social cohesion and equality.

This education policy in Catalonia also claims and defines this model for the education system by placing language at the center of learning as a fundamental instrument for the personal, social, academic and professional development of all students, and as a guarantee of social cohesion and equality.

Currently, after applying this model for almost 40 years in Catalonia, learning Catalan knowledge gave the chance to have equal rights to students learning their mother tongue as the first language along with Spanish as the official language of Catalonia and the rest of Spain. The outcome of this language learning model in Catalonia is fascinating. The results of Spanish exams agreed upon between the National Institute of Evaluation and Quality of the Education System (INECSE) of the Ministry of Education and the Higher Council for Evaluation of the Education System of the Department of Education which were developed and applied between 1998 and 2003 in Catalonia and the rest of Spain, showed no significant differences between the results from Catalonia and those from the rest of Spain, showing that students in Catalonia and those in the rest of Spain have the same level of Spanish.

This educational model aims to give a linguistic and cultural composition of the Catalan society, the requirement of cultural, academic, and internationalization, directing the Catalan education system towards a language model with the plurilingual and intercultural focus. Upon completing compulsory education E.S.O., students must have achieved the oral and written knowledge set by the curriculum (Catalan, Spanish, and Aranese in Aran normally and correctly, as well as at least one foreign language), which corresponds to the following knowledge levels of the Common European Framework of Reference for Language of the Council of Europe:

• B2 level in Catalan, Spanish, and Occitan in Aran

• B1 level in the first foreign language (English)

In order to ensure perfection of the students' knowledge and use of languages, when receiving the baccalaureate certificate, it is necessary to have attained knowledge of both official languages again in all three languages based on the Common European Framework of Reference for language as:

• C1 level in Catalan, Spanish and, Occitan in Aran

• B2 level in the first foreign language (English)

3.2. English as Third Language

With the globalization phenomenon, communities are growing, and the tendency to be in contact with other people in the world for cultural, economic, socio-economic or whatever reason also has made English acquisition necessary. At the same time, immigration is another topic that caused English to be paramount for the people who need to communicate and establish their professional and personal life in the host societies. In Europe, the spread of English is not uniform, and its expansion is more in the north of Europe; nevertheless, it is a communication channel between countries in this continent (Cenoz & Jessner, 2000).

The acquisition of English is also essential for families and individuals to have more possibilities in their actual or future jobs and to enhance the performance of their business' or products. This is a fact that being bilingual and multilingual has been expanded because of the importance of language repertoires in our life, and certainly, the role of English is rather significant with regard to the said reasons, among many more.

3.3. Bilingualism vs. Multilingualism and AL acquisition

Bilingualism and multilingualism phenomena are research's concepts of the last decade since TLA refers to individuals who can speak more than two languages. A well-known definition of multilingualism is given by (European Commission, 2007 p.6) "the ability of societies, institutions, groups, and individuals to engage, on a regular basis, with more than one language in their day-to-day lives."

There are enormous studies on both bilingualism and multilingualism. In most dictionaries, the term bilingual is who can speak two languages or bilingual communities describes as having 'two or more languages" The Concise Oxford Dictionary.'' Comparing these two words (bilingualism and multilingualism), etymology prefix '-bi' refers to two languages since, in 'multi', there is no language specification.

Following the above definitions, there are countries like Spain with a great source of bilingual communities like Basque Country or Catalonia. So, a part of their national languages, Basque and Catalan, have Spanish, and they tend to learn English as the third important compulsory language established in the educational system. Furthermore, among young people, the interest to learn more languages like German and French is notable. One of the factors which affect and facilitate the language learnings' process is known as the advantages of a bilingual over a monolingual in learning a third or an additional language in general.

Most of the investigators in their research have associated language learning with three factors, namely, metalinguistic awareness related to language learning cognition and the development of competence, learning strategies, and the broader linguistic repertoire.

Delving into an in-depth, I would like to take advantage of Cenoz's investigation on L3 acquisition and to highlight the results on the acquisition of third or additional languages to explain briefly her alternative perspective model characterized by three fundamental elements:

1- Focus on the multilingual speaker (Cenoz, 2013) the first idea is that a multilingual speaker cannot be compared to several monolingual speakers of different languages because multilingual competence is a different type of competence. She explains that these differences are both quantitative and qualitative because 'monolingual and bilingual children do not differ in what they do with language, but in how they do it.' According to Kecskes, as cited in Cenoz (2013), there are conceptual differences between monolinguals and bilinguals, because bilinguals use strategies such as Code-switching and Translanguaging, (García 2008, Creese & Blackledge 2010), cited in Cenoz (2013).

In particular, metalinguistic awareness is relevant in a classroom centered view. It repeatedly named as key competent have multilingual individuals over monolinguals. Also, Cenoz claims that multilingual learners have an advantage identified as metalinguistic awareness, which provides them with a strategic dominance learning other languages.

2- The second point of focus on the whole linguistic repertoire, as said in point number one, is that monolingual cannot be compared with multilingual as the different competencies because it is a different type of competencies (Cenoz, 2013). Because of having different competences, it is not fair to expect the same learning process and results from these two types of students. Also, respect to multilingualism, the focus will not be only on one language but to all languages in the multilingual individual repertoire and the connection of subsystems. It is called interaction between languages, which means, for example, a multilingual student who asked to write an essay in his or her L1 knows better how to organize and develop the written text by applying his or her L2 and L3 knowledge known as connector facilitators.

3- Focus on context: through the COVID-19 pandemic and being in quarantine, I could not investigate and collect the necessary data from students. Accordingly, as an example, I built this part concerning (Cenoz, 2013) research. The case she took for her study to see language practices are multilingual in the case of Miren and a monolingual in the case of Mario. In her research, Miren as (Basque and Spanish) bilingual has more fluency in all three languages because she navigates between her L1 and L2, and she occasionally added elements from her L3 to her conversation. The author's experience was different with Mario because he could not switch between languages. Her experience shows that a multilingual speaker uses his or her languages to develop their own identities using languages as a resource for successful communication through multilingual practices.

Cenoz 2013 Focus on Multilingualism p.71-86

At the end of her investigation, "The influence of bilingualism on the third language acquisition, focus on multilingualism," she claims that a multilingual individual cannot be monolingual in all three languages. However, in researches and at school, the participants' proficiency is often measured against the target native speaker. She also added up her idea that "Bilinguals are more experienced language learners and have potentially developed learning strategies to a larger extent than monolinguals. They also have a more significant linguistic and intercultural repertoire at their disposal.

Besides, she mentioned to Klein (1995). As far bilingual learners can use a broader linguistic repertoire than a monolingual one as a result of the relation, they can create between other languages they have, for example, a better understanding of new structures and vocabularies or finding new ways for a communicative conversation into two languages rather than monolingual learners. Therefore, a multilingual as a more experienced learner can apply more strategies to learning an AL.

In most cases, bilingualism has a positive effect on TLA. All in all, there are many advantages to being multilingual in comparison with monolinguals. However, different other factors may affect this phenomenon like, for example, characteristics of the learner, and of course, learning situation and among all intelligence, socio-economic status, motivation, and exposure, could be hidden factors by that element may affect the learner's language acquisition process.

However, a trilingual individual is who has three languages in his or her mind, which can be L1 and then an L2 and after synchronizing L2 learning an L3 or two L2s at the same time and after L3 or two L1s and after L2 and L3. Even though the ways a person learns languages can be diverse, but there must be two languages involve for TLA.

It is clear that (TLA) will mean greater complexity to the brain of learners rather than the second language, and it is clear that learning additional languages adds to this complexity. While many factors may be involved in learning an (AL) for each individual like contexts, psychological or linguistic effects, among others, or even especially the way people learn languages that can interact with the (TLA) process.

Additionally, the complexity of this process depends on the dynamic nature of the multiple acquisition process. Consequently, the idea is that bilinguals and multilingual achieve a different type of knowledge that is not comparable to that of monolinguals. Herdina & Jessner (2002), cited in (Cenoz,2013, pp.71-86).

3.4. Cross-Linguistic Influence (CLI)

Focusing on TLA phenomenon, there are a considerable number of researches on Cross-Linguistic Influence (CLI) in order to add inclusive theory considering current systems in learner's mind and imposing re-evaluations of these existing patterns. The (CLI) transfers are considered implicit in the acquisition of multiple languages, which can be from L1⟶L2, L1 ⟶L3, or from L2 ⟶ L3, however less interested has been dedicated to the linguistic transfer from L2 ⟶ L1. Van Hell and Dijkstra's (2002) arguments, there are possibilities to mutual influence from L1 ⟶ L3 or from L3 ⟶ L1/L2. There are different words be used for this phenomenon: (transfer, interference, and borrowing). Although there are diverse factors that cause lineal transfer between languages, and there are ample researches and theories on the CLI phenomenon. In this paper, I will focus on the "Distance or Typological" factor from L2 ⟶ L3 (CLI), and L2 effects on TLA. It is chosen because of the extensive investigations and scholars' interests on the L2 status on (CLI) phenomenon known as Typological distance.

3.4.1. Typological distance

Interestingly, as already pointed out, multilingual learners have advantages in learning additional languages, and it is reasonable to take into account that linguistic transfers the learner prone to make from background language, which is typologically closer to the target language. For example, in the case of Cenoz's study on bilingual Basque and Spanish learning English as TL, she noted to the relation between Spanish and English as they are Indo-European languages and closer to each other. So, students make more transfer from their L2 Spanish to L3 English, since, the Basque language is identified as more distance form these two languages typologically. There is broad agreement among researchers that

transfer is most likely to occur between languages that are closely related to one another than between languages that are distinctly related—Cenoz (2001), cited in (De Angelis, 2007 p.22).

Regarding language, classification to make the typological effect a bit clear (Falk & Bardel, 2010) declare different categories for language distance which are based on the languages genetic, relatedness in case of German and Romanic languages, typological similarities of particular structures and the learner's perception of similarity of language. Concerning many studies on CLI, for example, Duhalde's study on the Portuguese L3 learners with L1 Arab and L2 French or Spanish manifested more transfers between Spanish or French as Romance language rather Arab, which again confirms the relation between typological closest and CLI (Duhalde, 2015). Hence, the typological distance, which is about the closer the previous language, is the most effect and transfer could have in AL.

Moreover, the Universal Grammar theory of Noam Chomsky highlights the importance of (UG) in language acquisition. The American linguistic claims that psychoanalytical school of criticism making a relation between our mind and believes that the human mind has basic linguistic rules and language acquisition device (LAD). Respect to his theory when a human born, he or she has already known the grammar structure, all the cultures have the fixed concept structure (verb, noun, adjective), and lastly, we have a prefixed grammatical rule which prevented making basic grammatical errors.

So as every person has grammar unconsciously and subconsciously picks up words and he or she is ready to make sentences. Prior to Chomsky, there are fixed principles which are invariant like computing brain system, but there are parameters which may change for example: in English, the verb precedes the subject, and the preposition precedes the object, but in Japanese, the verbs follow the object among other examples. On the one hand, his theory came up from the 1950s till today, but there are paradoxes in his theory in terms of scientific and modern language studies on TLA, with a non-native L2.

On the other hand, other theories state that transfer into the L3 can come from any other previously acquired language, namely the *Cumulative Enhancement Model* (CEM). Especially for third language acquisition, some studies show the syntactical transfer from L1/L2 to L3 English learners like, for example, Flynn, Foley & Vinnitskaya (2004).

Resulting from their study, comparing adult participants with L1 Kazakh (similar in Japanese in lexical head direction) and L2 (Russian similar to English in lexical head direction) and learning L3 English and these are the results of (CEM) experience: The transfer took place mostly from L2 to L3 as the similar structures.

- Experience is any prior language that can be drawn upon in subsequent acquisition.
- The development of patterns in language learning is not redundant.
- However, simultaneous acquisition or near-simultaneous acquisition of L2 and L3 is a different story.

We can summarize the result making an example of buying a new car when you have already had a Ford car, and a second car is a Hyundai, so you do not have to re-learn to drive. However, your first car is an automatic transmission, and your second car is a manual transmission then the entire driving pattern has been learned. Going back to the languages, students with L2 and learning L3 will not have direct access to syntactic cognates, but they have experience in their L2, so it may help them with L3 acquisition.

In term of theoretical concept, there are lots of other theories which validate the idea of typological distance as the most important factor in CLI in third language acquisition. Being acknowledged about this possible and transfers between languages make teachers aware of the probable mistakes students may make, and this will help guide pupils in their learning process. Nevertheless, going beyond, it is also essential to know how acquired languages naturally can help students learning a new language(s).

3.5. Applicable approaches for foreign language acquisition

According to English language acquisition as a third and foreign language as one of the main points of this paper, I would like to highlight "Plurilingualism and Translanguaging" as two helpful approaches to be taken into account in order to boost students' motivation in their learning process and especially in learning AL.

3.5.1. Plurilingualism

Plurilingualism is an approach that is a quiet new point of view in the last decades in both the learning and teaching process. Whereby the traditional language teaching tried to keep two languages separate to prevent interference between them, the plurilingualism approach has evolved in the last decade. Nowadays, there is a strong tendency to bring all the languages together (Cummins, 2017).

Delving into an in-depth discussion, there is a power to accept other languages as a medium to feed new languages. As Cummins states, it is significant to use translation as a powerful medium in the language acquisition phenomenon. As a result, pupils will be able to see how two or three languages work and use multilingual structures. This is the reflation by acknowledging all language repertoires that students have and bring them to play to additional language acquisition. He also makes a relation between the learners' language and identities and believes that in order to make students more competent, we have to make them feel comfortable with all their identity and language repertoires. They already have to take advantage of them in their academic life.

In line with Cummins, if we continue thinking that students, particularly newcomers, have to stay in their identity cocoon because they need help, we risk diminishing them developing. This is a crucial role that language learning places in student's self and academic aspirations. Whereby a strong orientation to languages, especially English, must start from modifications in our scholar curriculum, though it needs a high rank of organizations.

As we considered before, CLI could come not from the learners' first language, but rather from a previously acquired second language (for typological distance factor, for example).

As an external factor, the existence of these transfers is interesting to acknowledge to help our pupils and know the origin of their errors.

But beyond this, it is fundamental to know what happens to a multilingual individual while he or she is learning a new language and following the convention of the importance of languages that they can feed each other.

3.5.2. Translanguaging

One of the approaches that have been studied during the last years is Translanguaging, which is using language as a unitary meaning-making system of the speaker, which is always bilingually stated by García (2017). As an interesting approach, I am going to give a brief explanation of what Translanguaging is about, and its role in AL learning according to Ofelia García's. In her declarations, she highlights Translanguaging as a pedagogy that builds based upon the repertoires we already have and using them as linguistic resources with the view to make meaning between languages.

She added that different from Code-Switching as an external point of view, epistemologically, Translanguaging is internal. It is about communitive and strategic ways to use the full language repertoires of students to get them to learn. As a base on this belief, the resource is the students' variety of language repertoire. Therefore, it will be easy and meaningful for all the teachers' to successfully develop the content, the student's social-emotional identities, and to develop society without establishing linguistic hierarchy.

In line with Cummins, García (2017) highlights the teacher's role in encouraging pupils to use all their languages in such a manner and to see the differences by relating them together. Obviously, designing language teaching spaces for students to practice those languages, adapting the use of the languages, flexibility to shift at a time, and to make strategies to go through the plan are fundamental. In this way, we can make sure that the students learn.

3.6. Universal Design for Learning (UDL)

Teaching not only English but also all the subjects effectively is fundamental to find mediums which are the fruit of hard work of scientists, specialists, and teachers who provide us with what we need for our education in the 21st century. In education, the intention is to change the paradigm from a teacher-centered method to a student-centered method. The figure with full authority and the only person who can decide, teach, transfer the information, and lastly to evaluate.

In contrast, the wonderful finding in the last few years is Universal Design Learning (UDL). It is a framework to improve and optimize teaching and learning for all the learners relying

on scientific insights into how humans learn. This approach is applicable in all the subjects not only in learning languages and will open a new door to the educators and especially teachers who their challenge is to engage all the students and teaching for everybody with differences. This is the high importance to bear in mind that the uniqueness of each person is like their fingerprints that we cannot find two people with the same. Therefore, we have to deal with such diversity and complications; this method will help students learn in terms of their capacities and interests.

First, however, I need to outline two caveats. To begin with, I do not aim to offer (UDL) as my focus because it is a new and broad field that requires more in-depth investigations. Secondly, it is not a subject of this paper; therefore, I would like to refer to the (UDL) approach as guidance and instrument for teachers and educators. Besides, it may help to give deserved attention to the diversity of students and enhance their abilities not only in languages but also to boost transversal-competencies based learning in general.

Let us imagine an English teacher with diverse groups, so does another History or Technology teacher. Most show and before said the uniqueness of our students is like their fingerprints. Thus, this means for today's teacher that the adequate curriculum designed from the start to meet such diversities. (UDL) will help minimize the barriers for our students and maximizes learning for all of them. In the beginning, it may sound fancy, but it is meaningful, like, for example, Universal refers to being useful and understandable for everybody. It means that each member of a class with different backgrounds, needs, strengths, and interests makes a genuine opportunity for each student. Stepping to learning; neuroscientists believe our brain has three broad networks where learning happens:

1. What learning refers to "Recognition."

2. How of learning for "Skills" and "Strategies."

3. Why of learning for "Caring" and "Prioritizing."

The data belongs to the official web page of Universal Design Learning.

Obviously, students need to gain knowledge, skills, and enthusiasm for learning, and the curriculum has to help them. Though each student is unique, we cannot have different curriculums per student. In other words, it has to be a designed curriculum for all the

students. This is where the Design comes in, which talks about a flexible plan for all the users with or without disabilities, for example, or for those who are in the margins. To understand (UDL) goes beyond the access, as we need to build and support, and obviously, this is the challenge for teachers. So, as a teacher, what are the steps toward our goals?

In summary, first, we have to define our goals, then ask what barriers might interfere with each classroom and may influence the goals and to apply three (UDL) principles: (representation, action and expectation and engagement) to create a flexible learning path for each student to progress, for example, present content in multiple media and provide them with varied support. It is clear that here we need a good organization and schools' support. Highlight critical features on graphs or activate background knowledge are some examples to recognize the knowledge students being taught. As they provide multiple means of action and expression, we give them the chance to express themselves and provide models, support, and feedback depending on their level. On the other hand, engagement is vital. If we give students the possibility to make mistakes, they will learn from their errors and learn to risk learning. So, they go through challenges and be more competent to reach their goals. This is we can summarize (UDL) give the learning opportunity to all by showing the information in different ways, allow our students to approach learning tasks by demonstrating them what they already know in different ways, and in the end engage them by offering options and most important keeping them interested on what they do.

4. Methodology

Tending to gather the data from students, previously, I consulted with my school´s tutor for having permission interviewing some students and recording their voices as anonyms.

As I realized my Practicum with the first of E.S.O students, the fundamental purpose was to choose the participants from the class where I carried out my observation. First of all, the participants (whole class) were supposed to answer a questionnaire in paper/online for the English language. Then, to record the five randomly selected students' voices doing a speech to analyze the CLI results and the effect of other languages on English as a third foreign language. The pupils speak Catalan L1, Spanish L2, and their English level L3 is (A2). This random selection aimed to observe the amount of L1 or L2 words (code-switching) they use

in their English presentation, but unfortunately, as the circumstance caused by the COVID-19 pandemic, all the schools have been closed, and this paper will be focused principally on the Theoretical Framework.

The students´ voices were supposed to be recorded, whereas they had to maintain an oral presentation giving their opinion on a subject in English. The assessment criteria were already explained to them, so the students were aware of the objectives and evaluation process previously. Regarding Sanmarti (2010), the objective of the evaluation is to find out students´ difficulties and continuously requires to determine solutions. So, to cover their doubts, the participants know what they have to do and how they will be evaluated. The participants have to keep about 3 minutes of speech. The teacher will hand out ten mixed images about food, animals, actions, objects, or cultural news. It could be some newspaper headlines indeed; so, they will be forced to think outside the box. Thus, the participants supposed to choose one on their own and tell the story or maybe an invented one, or even a speech base on their personal experience about that subject. In this case, telling a story will be a good option because it may be engaging for the participant who interacts typically in the class, for example, and he or she will have the chance to invent her or his story version (M. Gonzalez Davies).

The teacher could ask questions in case of necessity to guide and help the speaker, or even to keep the conversation in the line. After grabbing all the 5 participants´ voices, the next step was to count around 400-450 words from their presentation and count the number of transferred words from L1 and L2 to L3 or vice versa. The students were aware that the audience could perfectly understand and follow them in Catalan and Spanish, but they already asked to speak in English as much as they can. As far as the background knowledge and linguistic interest of these five pupils supposed to already been gathered through the questionnaires and interviews, the results thought to be analyzed, having all the factors into account.

In the imaginary scenario, the participants are sitting in a circle table, and the student who is going to speak will sit next to me. In this way, it will be easier to record their voices and transmit the sensation of being followed by the teacher. So, as they already know each other, they will have the possibility to give a natural presentation thought, other mates will be asked

not to interrupt the speaker and respect his or her turn. The teacher can help the speaker or even ask questions if she considers it is convenient and favorable.

Code-Switching in spontaneous speech production thought to be the focus of this data gathering. It is to mention that the participants were Catalan native speakers, and there were no immigrant students between them. Therefore, code-witches are supposed to appear from Catalan or Spanish languages. The final step was counting the number of switches used from L1 and L2, to observe the language effect and analyze the results.

Finally, the participants would be provided with a rubric in order to make a self-assessment on the task. The goal of this evaluation was simply to transmit to them the importance of English class, to speak in English, and to boost their responsibility to do their best speech.

The teacher can also evaluate the task by two rubrics attached to the annexures.

Due to the importance of work experience and opinion of the English teacher, I already prepared a questionnaire, including questions related to the topic of this research tending to support the survey by the real information, but as already explained, everything was annulled.

5. Results and discussion

The results of different researches, as already discussed, confirm that languages affect each other, and there are always Cross-Linguistic Influences between them (transfers, code-switching, borrowing) depending on different factors like the order of learned languages, genre, typology, etc.

In the case of bilingual students in Catalonia and in relation to the hypotheses and the hypothetic results of this research, I would like to benefit from the interesting results of Cross-linguistic Influence in a third language acquisition study of Cenoz (2003). Her study involves 20 primary school children (55% boys and 45% girls) who were studying English as a third language in the Basque Country. All the participants attended a Basque-medium school since the age of three. Basque is the school language and the only language of instruction for all the subjects, except for English and Spanish as a subject. The data were

23

collected in the fourth and sixth year of primary school. Half of the children spoke Basque at home, and the other half spoke Spanish or Basque and Spanish at home.

All the participants were asked to tell the wordless picture story 'Frog, where are you?' in English. The stories were told individually to a trilingual speaker, and the questionnaires were completed in groups during one of the class sessions. All the stories were audio and videotaped. The stories were also transcribed, and all cases of cross-linguistic influence at the lexical level were identified. Participants also completed a background questionnaire, which included questions on their knowledge and use of Basque and Spanish. In her research, two types of CLI were considered interactional strategy and transfer laps.

Due to her study´s result, in the case of transfer lapses, the percentage of utterances containing elements from Basque, Spanish, and both languages in the same utterance. Basque or Spanish were calculated for each of the subjects (transfer lapses from each language and the total number of transfer lapses).

Also, her results indicate that there are no significant differences between the 4th and the 6th years regarding the percentage of terms taken from Basque, Spanish, or both languages. Curiously, when the source language of transfer was examined, it was observed that Basque is the most important supplier in the case of interactional strategies, while Spanish is not very common. They also indicate that Basque is the default supplier when learners use interactional strategies, but Spanish is the default supplier in the case of transfer lapses. Students used the Basque language as the supplier language when they face problems retrieving the English words, and they try to get information from their interlocutors. In reference to the results, it seems that as far as interactional strategies are concerned, the conversation takes place in a bilingual mode in which most of the time, two of the three languages are activated. She declares that the immediate context which defines language mode does not affect the supplier language in the same way when the speaker has fewer possibilities to control his or her production.

In Cenoz´s study, learners use Spanish as the supplier language in the case of transfer lapses when their level of awareness is lower, and they allow less time to monitor their productions. Her results also indicate that the immediate context in which the conversation takes place (bilingual Basque-English in this study) does not avoid the activation of Spanish,

that is, the three languages are activated in a context in which we could expect only two languages to be activated.

Cenoz´s research result indicates that different factors such as linguistic typology (Spanish is typologically closer to English than Basque), general sociolinguistic context (Spanish is the majority language), or individual differences can be more important than the immediate context when cross-linguistic influence is analyzed. Finally, according to this study on Basque/Spanish learners, she confirms that Spanish is the language that has more CLI to English as a third foreign language.

Therefore, due to the hypothesis of this paper, Catalan/Spanish speakers in their oral exposition are also expected to use Spanish L2 as a supplier language in English L3 in accordance with Cross-linguistic Influence and Code-switching from Spanish L2 to English L3 based on the typological distance factor.

Ultimately, relying on her study´s results and confirmation, in case of applying the mentioned instruments and procedures previously remarked in the methodology (questionnaires, voice recording and use rubrics), in an oral exposition, it is expected to see more CLI from Spanish L2 rather than Catalan L1 in English as TFL.

Due to COVID-19 epidemic circumstances and not having my data and results in this study, I cannot discuss and make comparisons. Nevertheless, I would like to notice some essential issues in gathering data in case of having the possibility to gather my data and applying the previously said instruments and to improve the hypothetic results. So, in an imaginary scenario, I would prefer to do this research for a whole year to gather the data and recording the participant´s voices in order to count the code-switching, at the beginning of the academic year, in the middle of the year (Christmas time), and nearly at the end of the school year (May). This methodology would be interesting to see the students' progress in the English language and to compare the results according to measure the relation between Proficiency in English apart from the Typological distance factor in CLI.

6. Conclusion

In this paper, I previously focused on English language acquisition as a third foreign language and its importance in nowadays society. Secondly, I analyzed how languages affect each other, especially when learning an additional language. The focus of this study is on the Catalan/Spanish bilinguals, and we previously spoke about the advantages they have over monolingual learners learning an additional language. Finally, I delved into the Cross-linguistic influence phenomenon to highlight how Spanish L2 could affect English as L3.

About CLI, there is wide agreement among researchers that transfer is most likely to occur between languages that are closely related to one another than between languages that are distinctly related, Cenoz (2003). Due to her research results and the arguments mentioned above, we aid from her study on Basque/Spanish students learning English as L3 to confirm the hypothetical results of this research.

I would like to finish my paper by highlighting the COVID-19 pandemic circumstances, which caused new challenges for both learning and teaching during the 2019-20 school year. Typically teachers have the possibility to apply the most efficient methodology in their classrooms. But unfortunately, there are unpredicted situations that obliged teachers to modify and adapt the contents, strategies, and to prioritize issues to cover the learning objectives in the most effective way. Furthermore, apart from difficulties, families, and students also tried to adapt themselves to the new teaching and learning style.

This pandemic in which caused closing all the schools, and the teachers had to change their ways of teaching and interactions with their students. Due to the quarantine period, they had to do the online classes and reinvent themselves with the aim of managing the new situation. They had to create various activities so that students can do them from home, without their advice or control. Indeed, there were students who had an awful time for a family or a friend lost, which was a terrible situation. There were also difficulties for students who needed to see their friends and maintain social relationships.

Obviously, it was a particular circumstance, but the management, schools' tasks, and particularly the teachers´ role were highly crucial.

To end, I believe that aside from the importance of learning in general and having a proper methodology, during the quarantine we learned that it is also highly essential to manage the global situation and prioritize the tasks based on the students' needs that sometimes are very basic like having a computer or even an internet connection.

7. Bibliography

Cenoz, J., & Jessner, U. (Eds.). (2000). *English in Europe: The acquisition of a third language* (Vol. 19). Multilingual Matters.

Cenoz, J., (2003). Cross-linguistic influence in third language acquisition: Implications for the organization of the multilingual mental lexicon. *Bulletin VALS-ASLA (VereinigungfürangewandteLinguistik in der Schweiz)* 78, 1-11.

Cenoz, J. (2013). The influence of bilingualism on third language acquisition: Focus on multilingualism. *Language Teaching*, 46(1), 71-86.

Cenoz, J., Hufeisen, B., &Jessner, U. (Eds.). (2001). *Cross-linguistic influence in third language acquisition: Psycholinguistic perspectives* (Vol. 31). MultilingualMatters.

Corcoll López, C., & González-Davies, M. (2016). Switching codes in the plurilingual classroom. *EltJournal*, *70*(1), 67-77.

Duhalde Solís, J. P. (2015). Third language acquisition: Cross-linguistic influence from L1 and L2.

Flynn, S., Foley, C., &Vinnitskaya, I. (2004). The cumulative-enhancement model for language acquisition. *International JournalofMultilingualism*, *1*(1), 3-16.

Sanmartí, N. (2010). Avaluar per aprendre. *L'avaluació per millorarelsaprenentatges de l'alumnat en el marc del currículum per competències. Generalitat de Catalunya. Departamentd'Educació. Direcció General de l'Educació Bàsica i el Batxillerat*.

Van Hell, J. G., & Dijkstra, T. (2002). Foreign language knowledge can influence native language performance in exclusively native contexts. *Psychonomic bulletin & review*, *9*(4), 780-789.

Web pages

CAST. (2018, August 31). *The UDL Guidelines.* Retrieved from: http://udlguidelines.cast.org/

CAST. (2019, April 23). *The Universal Learning Guidelines.* Retrieved from: http://www.cast.org/our-work/about-udl.html#.Xow33Igza03

Council of Europe (n.d.). *CommonEuropeanFramework of Reference for Languages: Learning, Teaching, Assessment*. 2001. Retrieved from: http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Cummins, J. (2019). "The Emergence of Translanguaging Pedagogy: A Dialogue between Theory and Practice." *Journal of Multilingual Education Research*, 9 (13). Retrieved from: https://fordham.bepress.com/jmer/vol9/iss1/13

Departament d'Ensenyament de Generalitat de Catalunya (n.d.). *Departament d'educació.* Retrieved from: http://ensenyament.gencat.cat/ca/inici

Youtube links

Arpita Karwa. (2018, November 23). Noam Chomsky's Language Theory: Best explanation you will ever hear (UGC NET English). [Video Archive]. Retrieved from: https://www.youtube.com/watch?v=7fW_8bDGdX0&t=307s

CUNY NYSIEB. (2015, November 10). Session 2: what is translanguaging?. [Video Archive]. Retrieved from: https://www.youtube.com/watch?v=Z_AnGU8jy4o

MuDiLe 2017. (2017, October 11). Ofelia Garcia – Translanguaging. [Video Archive]. Retrieved from: https://www.youtube.com/watch?v=5l1CcrRrck0

Suzanne Flynn, Clare Foley and I. Vinnitskaya. (2013, November 19). Cumulative Enhancement Model for language acquisition. [Video Archive]. Retrieved from: https://www.youtube.com/watch?v=1AlRWC2OesE

Talks at Studi. (2018, October 17). Jim Cummins on Language Teaching Methods and Translanguaging. [Video Archive]. Retrieved from: https://www.youtube.com/watch?v=xrQQVkCINPQ

Talks at Studi. (2018, November 6). Jim Cummins on language and identity. [Video Archive]. Retrieved from: https://www.youtube.com/watch?v=xuvFaNgAv88

8. Annexes

Annex 1

Questionnaire for students

The English language to you

1- Learning a new language is fun

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

2- Learning a new language helps me to improve my thinking

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

3- Learning English as a new language helps me to understand better games and movies

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

4- Learning English language helps me to make friends

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

5- Learning English helps me to communicate with my family and neighbors

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

6- Learning English language makes me more creative

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

7- Learning a new language makes me express things better

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

8- Learning English language helps me to understand other people's feelings better

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

9- Learning English language makes me smarter

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

10- Learning English language helps when I go on holidays

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

11- Learning English language will help me get a good job in future

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

12- Learning English language helps me with my school work

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

13- For learning a new language translation is helpful

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

14- Learning English language changes my first language

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

15- Learning English language make me use other languages I know

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

16- Learning English language make think in other languages I know as well

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

17- I particularly use my L1 more than my L2 to learn and speak English, it is helpful

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

18- I particularly use my L2 more than my L1 for learning English as L3 especially for speaking

Strongly agree	Agree	Agree a little	Disagree a little	Disagree	Strongly disagree

19- What language(s) do you speak at home?

20- Which language(s) do you learn at school?

21- What do you **most enjoy** about learning English?

22- What do you **least enjoy** about learning English?

23- Do you use translation from your L1 or L2 for learning English?

Yes	No

24- If you answered 'Yes' to the previous question, please explain which language and why or how?

25- Do you think it is useful to use your L1 and L2 or other languages you know to learn English

Yes	No

26- If you answered 'Yes' to the previous question, please explain why or how?

27- Do you go online to learn languages?

Yes	No

28- If you answered 'Yes' to the previous question, please give examples.

29- Are you male or female?

Male	Female

30- What is your age?

31- Which course you are?

32- What is your schools´ name?

Annex 2

Interview with students

1. How many languages do you speak?

2. Which language(s) your family spoke at home when you were a small kid?

3. Did your parents speak one language more than other?

4. Is learning English important to your family?

5. Do you have the experiment of speaking with people in Catalan or Spanish and they respond in other language?

6. Which language you speak at school normally?

7. Which language you speak with your friends?

8. Do you have any foreigner friend who speaks English with you?

9. How could you help your foreigner friends speak Catalan/Spanish?

10. Do you use English words while speaking Catalan/Spanish?

11. Do you mix languages when you speak with friends/people?

12. Do you think that being bilingual (Catalan and Spanish speaker) helps learning a third language?

13. Do you help your foreigner classmates doing translation from Catalan or Spanish or English?

14. Do you translate from different languages you know to learn a new one?

15. Do you think if your English improve you use less Catalan or Spanish?

16. Do you know false friends? Why they confuse you?

Annex 3

English Teachers' Interview

1. How many languages do you speak?

2. Is it positive to be Multilingual as a teacher?

3. Do you use all the languages you know in your class?

4. Do you use your other languages than Catalan, Spanish and English in the classroom?

5. What are the influences or your other languages to English? Are they positive or negative?

6. Do you use translation as a tool to have an effective and understandable teaching?

7. What is your idea about using Catalan and Spanish in English language learning process?

8. Do you think about changing your method or search for applying a new method to help students using English in the English classroom? Please give an example if you have any.

9. In your opinion, is gathering languages positive? How we can benefit from them to learn other languages?

10. Do you find collaborative and team works more interesting for your students?

Annex 4

Teacher Assessement rubric

Criteria / Perfomance	1 Needs improvement	2 Fair	3 Good	4 Excellent
The student pronounces the vocabulary related to the topic correctly.				
The student pronounces the vocabulary related to the topic (conversation strategies correctly).				
The student shows command of the grammatical structures related to the topic.				
The student delivers his/her ideas clearly.				
The student fulfils the task (trimming, respect to turns, be responsible to the task)				

Annex 5

AUTOAVALUACIÓN: ¿Cómo he hecho mi presentación?

(muy bien, bien, necesito mejorar o mal)

¿He seguido todos los pasos de la expresión oral en inglés?

	SÍ	NO
He saludado		
Me he presentado		
He hablado sobre el tema y no me he despistado		
Me he concentrado a hablar en inglés		
He utilizado otras lenguas de forma excesiva		
He sido responsable con los turnos		
He respetado a mis compañeros cuando hablaban		
He seguido las indicaciones de la rúbrica a la hora de hablar		

Dos cosas que he aprendido o que me interesa añadir como experiencia personal:

1.

2.

Me siento así después de la sesión y la encuesta:

🥴 😃 😒

Annex 6

Teacher Assessment

AVALUACIÓ D'UNA EXPOSICIÓ ORAL – Rubrica per a Primer de L'ESO

ALUMNE/A: ....

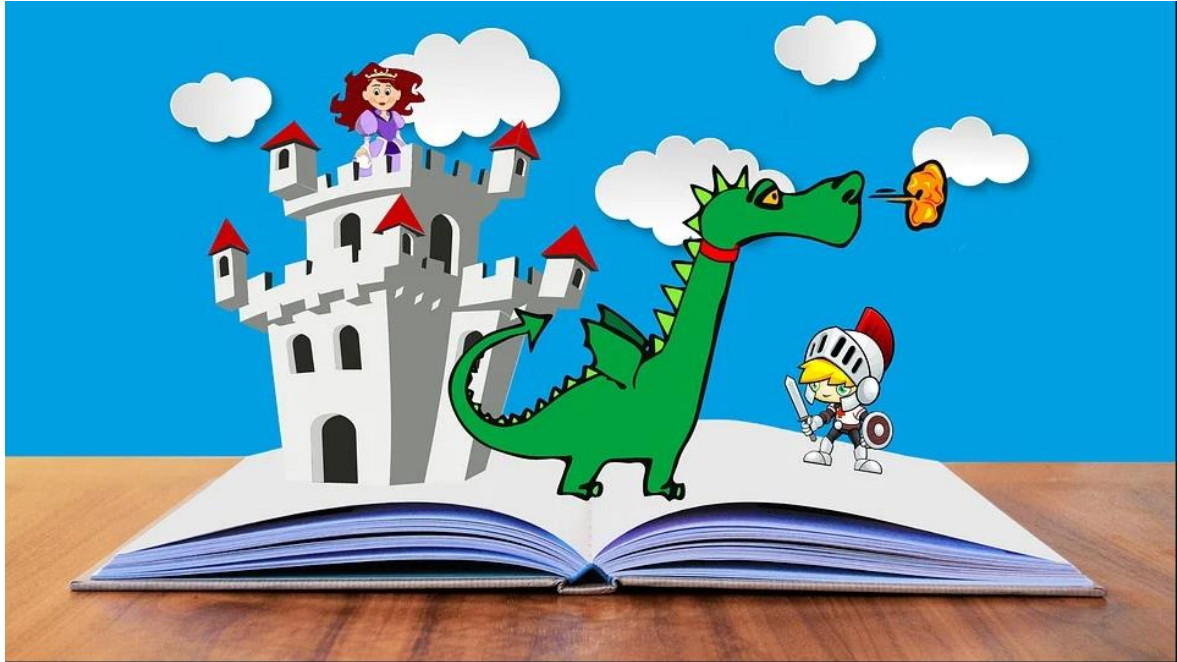|		SI/NO	AVALUACIÓ	OBSERVACIÓ
1	L'alumne/a saluda abans de començar l'exposició.		2	
2	Ens explica com ha decidit organitzar el tema.		2	
3	Gestualitza sense exagerar		2	
4	Utilitza un registre lingüístic adequat a la seva edat		2	
5	Utilitza molt Catala per explicar se millor		2	
6	Utilitza molt el Castella per explicar se millor		2	
7	Utilitza poques paraules del catala per explicar una cosa en concret		2	
8	Utilitza poques paraules del Castalla per explicar una cosa en concret		2	
9	Remarca els conceptes importants			
10	Té una bona entonació i fa pauses		2	
			10	

Annex 7

Pictures for oral presentation

1

2

3

4

CHEAP & FUN ALTERNATIVES TO WATCHING TV

Playing Music

Exercising

Creative Writing or Journaling

Volunteering

Camping

Cooking and Baking

the balance

5

6

7

8

9

10