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Using students' mother tongue in class: an effective teaching method for ESL classes?

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ABSTRACT

ESL teaching has significantly changed over the last decades. The traditional grammar-based method, in which the teacher tended to overuse their students' mother tongue, has given way to a far more communicative approach in which L2 is privileged, to such an extent that the use of students' L1 has been delegitimized. In this context, this paper aims to challenge the common assumption that the *using-English-only* method in ESL classes is better than other techniques, such as the judicious use of students' native language. To gather evidence, a didactic unit was implemented in two classes from the same academic year: in one of them, English was the only language used, whereas in the other the use of the students' L1 was allowed and even encouraged. Qualitative data was gathered from the observation of all the lessons in the framework of the didactic unit, as well as from a survey filled out by the students at the end of the experiment. Quantitative data was gathered from the scores the students obtained in the test that they sat in the very last session of the experiment. Even though the comparison between the test results is inconclusive, the observation and the surveys seem to confirm that the judicious use of students' mother tongue in ESL classes is beneficial for their learning process, at least from the own perspective and from the observations made in class.

Keywords: ESL, mother tongue, L1, L2, judicious use of students' native language, *using-English-only* method

RESUMEN

La enseñanza del inglés como lengua extranjera (ESL en inglés) ha cambiado de forma significativa en las últimas décadas. El método tradicional basado en la gramática, en que el profesor utilizaba en exceso la lengua materna de sus estudiantes, ha dado paso a un enfoque mucho más comunicativo en el que se privilegia el uso de la L2, hasta tal punto que se ha deslegitimado el uso de la L1 de los alumnos. En este contexto, el presente trabajo pretende poner en cuestión el hecho de que comúnmente se dé por sentado que el uso exclusivo del inglés en las clases de ESL es mejor que otras técnicas, como el uso juicioso de la L1 de los estudiantes. Para recopilar evidencias, se implementó una unidad didáctica en dos clases del mismo curso académico: en una de ellas, solo se empleaba el inglés, mientras que en la otra se permitía e incluso se fomentaba el uso de la lengua materna de los estudiantes. Se recopilaron datos cualitativos mediante de la observación de todas las lecciones de la unidad didáctica, así como a través de una encuesta rellenada por los propios alumnos al acabar el experimento. Asimismo, se recopilaron datos cuantitativos a partir de las calificaciones obtenidas por los estudiantes en el examen de la última sesión. Si bien la comparación entre los resultados del examen no es concluyente, la observación y las encuestas parecen confirmar que el uso juicioso de la lengua materna de los estudiantes en las clases de ESL es beneficioso para su proceso de aprendizaje, al menos desde la propia perspectiva de los estudiantes y desde la observación realizada en clase.

Palabras clave: ESL, lengua materna, L1, L2, uso juicioso de la L1 de los estudiantes, uso exclusivo del inglés

1. INTRODUCTION

There is no denying that second language teaching has significantly changed over time. Ranging from traditional approaches to more communicative ones, the focus has shifted from the teacher to the student, on the one hand, and from decontextualized grammatical rules to communicative skills, on the other hand. In some traditional methods, ESL (English as a Second Language) teachers would teach English by only speaking their L1 (mother tongue), which they shared with their students. Nowadays, this is unimaginable. Little can we picture today an ESL teacher speaking their students' mother tongue throughout an entire ESL lesson. However, not so long ago, it was the case, at least in our country. In the present day, the opposite seems to be occurring: the exclusive use of L2 (second or foreign language) while delegitimizing the use of students' L1.

Throughout the years, a more communicative approach, putting forth the idea that languages are tools used for communicating, has been adopted. This adoption has brought about an important shift in how teachers are expected to teach English as a foreign language: the ideal teacher is currently considered to be a native speaker of the language being taught and they do not even have to speak students' L1. Private language schools such as Cambridge schools have gained their prestige and renown by putting all the eggs in *this* basket: their teachers are native speakers who speak flawless English and quite frequently do not even speak their students' mother tongues. Many other language schools have embraced the *natural teaching method*, whereby students theoretically learn an L2 in a supposedly similar way to the one with which they once acquired their L1. This means giving little or even no grammar explanation in L1, taking for granted that students will naturally pick up the grammar concepts by just being exposed to English only, with the use of their L1 being prohibited or at least strongly discouraged.

That being said, I must acknowledge that the first thing that awakened my interest in this topic was nothing but my experience as an ESL teacher, after working at different language schools for years. Inevitably, self-demanding as I am, I have always compared myself as a teacher with my native English-speaking counterparts. The conclusion that I came to a long time ago after thorough observation is that the common assumption that native speakers are always the best choice for ESL is not necessarily true.

Although it might be true that native speakers' proficiency in a specific language (their mother tongue) is generally higher than the one non-native speakers can attain or even aspire to, it is equally true that this does not necessarily guarantee the fact that the former will be or become better at teaching that specific language than the latter. Sometimes being a native speaker can certainly be an advantage, such as in cultural situations or with idiomatic expressions. However, the fact that non-native speakers can be regarded as fully accomplished language learners, along with a sound formation in second language didactics and a potentially stronger connection and bond with their students (with whom they usually share an L1), leads us to claim that non-native speakers can outperform their native-speaker counterparts when it comes to teaching a second language.

My perspective as a teacher and former language learner seems to go towards this direction. Additionally, my years of experience have taught me how to develop increasingly effective teaching techniques, through trial and error, which could be related to what Burns (2010) claims when referring to the concept of *action research.* These teaching techniques include some strategies (L1-L2 and L2-L1 translation, deducing why my students make certain mistakes in English, etc.) that might not come to fruition if I were not a native speaker of Spanish and Catalan, languages which I share with most of my pupils. While digging into recently-published scholarly literature about this topic, I discovered that ever since I started working as an English as a second language teacher, I have been unconsciously using L1 techniques to help my students learn English better.

Another theoretical concept, broadly researched by an increasing number of scholars, is related to these L1 teaching techniques of strategies: that of *translanguaging.* In a nutshell, *translanguaging* can be conceived of as a pedagogical tool for learning and teaching a second language, with which language learners can resort to their whole linguistic repertoire (thus, their L1 as well) during the process of learning an L2. Translanguaging can be *hard* or *soft*: *hard* if it involves that bilingual individuals create a sort of hybrid interlanguage, merging together two languages (where the boundaries between the two are blurred) and *soft* when it is regarded as a linguistic phenomenon occurring in many bilingual regions or places such as Catalonia (where speakers can switch from Spanish to Catalan and vice versa, for instance).

The main aim of my TFM is to investigate the potential benefits of using the students' L1 to learn an L2 rather than focusing on translanguaging, since the latter might result in hybrid combinations of languages such as "Spanglish", which are not desired in this investigation. The focus will therefore be

placed on the occasional and judicious use of students' L1 as a method for them to learn an L2 more effectively, without aspiring to encourage them to create any sort of mixed interlanguage as a result of a combination of L1 and L2. In the end, the objective of this research project is to determine whether the *unidirectional* use of L1 towards L2 can be beneficial for students when learning English as a foreign language. *Translanguaging*, on the contrary, regards the use of L1 and L2 in a classroom in a *bidirectional* way, letting students go back and forth from one language to the other, and even learning the two at the same time.

2. RESEARCH QUESTIONS

Even though my initial intention was to attempt to debunk the myth that native English-speaking teachers teach EFL better than non-native teachers, the constraints (of time and resources) imposed by the nature of this TFM have made me adopt a more realistic approach. After having realized that, due to multiple reasons, it would be extremely difficult to be allowed to enter two different ESL classrooms (one, with a native teacher, and the other, with a non-native one) to observe and compare their dynamics, I have decided to shift the focus from "who is better at teaching ESL: native or non-native speakers" to the idea that some of the teaching techniques non-native teachers most frequently make use of (L1-L2 translation, explicit comparison of grammatical structures in L1 and L2, etc.) can be beneficial for students in the process of learning an L2 more effectively.

Taking all of the above into consideration, the research question that I will endeavor to answer in this project is the following: *Is the judicious use of students' L1 an effective teaching method for them to learn ESL?* Consequently, the objective of this investigation is to challenge the common assumption that native speakers are always the best choice for an ESL. I will thus attempt to debunk the myth that the *using-English-only* method in ESL classes (frequently used by English native teachers) is better than other techniques, such as the occasional and judicious use of students' native language with a clearly-defined pedagogical use.

3. THEORETICAL FRAMEWORK

With my TFM's objective in mind, I will proceed to erect a theoretical scaffolding in order to buttress my hypothesis in a comprehensive and well-reasoned manner. As my intention is to include the information in a well-organized way, this theoretical framework will focus on four different sections:

- *The use of students' L1 when learning L2: what do scholars say about it?*
- *Mixing L1 and L2 together: translanguaging*
- *Code-switching: indispensable for an effective ESL class*
- *Different second-language teaching approaches and methods*

3.1.   The use of students' L1 when learning L2: what do scholars say about it?

First and foremost, it must be said that the use of students' L1 when teaching an L2 is far from being non-controversial. For decades and up to our days, there has been an open scholarly debate between those who disapprove the use of L1 in foreign language classes (arguing that its use will interfere in the process of learning a foreign language) and those who defend it, to a greater or lesser extent and with different nuances.

In the sections to come, an important number of authors putting forth each of these two seemingly irreconcilable approaches will be referred to.

3.1.1.   L1-only position

There was a time, especially until the end of the 19th century, in which the most widespread approach in second-language teaching, revolved around the grammar-translation method. Within this traditional approach, second language teachers would constantly resort to their students' (and their own) L1 to teach an L2. Nevertheless, other more communicative approaches developed over time, which led many scholars to assume that L2 teaching methods should never involve the use of language learners' L1 or mother tongue, as this is seen as an interference hindering the process of learning.

One of the reasons why using students' mother tongue in a second-language classroom is highly discouraged by a non-negligible number of authors is that, according to them, students should be exposed to an amount of L2 input which has to be as high as possible; consequently, the use of L1 should be avoided within the bounds of possibility (Pan & Pan, 2010).

As Cook (2010) puts it, "from the end of the nineteenth century onwards almost all influential theoretical works on language teaching have assumed without argument that a new language (L2) should be taught without reference to the students' first language (L1)" (p. 112).

Krashen and Terrel (1998) are two well-known scholars who delegitimize the use of students' mother tongue in a foreign language class. With their "natural learning method", which will be discussed in further detail in another section, they advocate that on no account should language learners be allowed to use their mother tongue while learning a foreign language. In their view, the learning of a foreign language and the acquisition of one's own mother tongue essentially share the same characteristics, so they should be learnt in the same *natural* manner. Note here the distinction between *learning* and *acquisition*. This will be further discussed in another section.

In regard to this, it is indispensable to claim that this TFM will be centered on the idea of learning ESL through *learning.* Krashen (1982) brilliantly distinguishes between what he names "language acquisition" and "language learning", by putting forth his "acquisition-learning hypothesis". According to him, in L2 acquisition "language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication", whereas, in L2 learning, language learners tend to have "conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them" (p. 10).

While defending the use of L1, Bruen and Kelly (2017) state that "much of the current literature around language learning derives from the Direct Method and advocates an almost complete avoidance of the L1 in the classroom with L2 classroom conducted entirely through the L2 viewed as optimum" (p. 2).

The use of L1 when teaching-learning a second language is described by all these authors as detrimental for language learners and, as such, "the use of the L1 in the classroom ranges from a total ban to its use as a last refuge for the incompetent" (Koch, 1947, p. 271).

3.1.2. The use of L1 in L2 classes

Despite all that has been stated by the scholars referred to some lines further up, one can draw the conclusion, after reading this paper's introduction, that this investigation is far from agreeing with their viewpoint. As a matter of fact, I am of the view of what some other authors put forward: the use of the students' mother tongue has enormous benefits for them when learning a second language.

In this sense, García (2004), through some research conducted in the University of Aalborg (Denmark), alludes to the students' reduction of anxiety in their Spanish lessons by allowing them to freely use

both Danish and the target language (Spanish) in the classroom. In this way, students who have more difficulties with L2 feel less frustrated towards their learning process and fully participate in the activities proposed by the teacher. The author insists on the need of avoiding high levels of stress which might be provoked by the teacher forcing students to exclusively use the studied foreign language, since this can bring about a total block in students' L2 learning as well as a loss of autonomy in their learning process.

This should always be mixed with the opportunity of exchanging Danish and Spanish in class, as the students will be able to see both languages as simply different tools to allude to the world that surrounds them. The use of wordings in L1 will help them better understand the Spanish exercises to be done. This can be seen in the following quotation by García (2004):

> Por último, la motivación se incrementa entre los alumnos cuando se comparan sus dos lenguas de referencia, danés y español, a través de, por ejemplo, actividades de vocabulario o de orden de palabras de las oraciones. De este modo, los alumnos perciben su conocimiento de las dos lenguas como algo complementario, como distintas maneras de referirse a las mismas cosas. Además, entre los alumnos que tienen una mayor habilidad para encontrar la equivalencia de palabras se desarrolla en gran medida la motivación instrumental, ya que ven cómo al traducir o explicar el significado de palabras españolas en danés ayuda a sus compañeros para la compresión de los enunciados. (p. 548)

This Danish-Spanish example can be extrapolated to any second-language classroom, as it would be the case of this study (focused on English as L2 and Spanish and Catalan as L1). Be that as it may, the way García (2004) illustrates the use of L1 to learn L2 could not be more enlightening: it clearly sheds some light on a pivotal aspect I will base part of my experimental work upon: the explicit comparison between grammatical structures and vocabulary in L1-L2 on the part of language learners as a valuable tool and technique for them to learn L2 in an effective manner.

Other authors such as Pan and Pan (2010) also defend this idea (by analyzing the use of students' L1 in an ESL classroom in Taiwan), though nuancing that, despite the necessity of using students' L1 in a range of situations such as giving instructions, praising students when they do a good job, comparing grammatical structures or eliciting vocabulary, the use of L2 has to be maximized. This way, they advocate the use of L1 in an ESL classroom in an inversely proportional manner: the lower the students' level, the more L1 will have to be used; and, consequently, the higher their level, the less the teacher will have to use their students' mother tongue.

Similarly, Bruen and Kelly (2017) perfectly describe which the benefits of using language learners' mother tongue in an ESL classroom are:

> the judicious use of the L1 in limited instances, particularly where it can facilitate a reduction in cognitive overload and learner anxiety by, for example, the explanation of complex terminology, concepts and grammatical structures, as well as aiding in the creation of a relaxed classroom environment. (p. 1)

Thus, as these two authors make it clear, using students' mother tongue has two remarkably important advantages: on the one hand, it reduces the cognitive overload that usually goes hand in hand with the process of learning a second language, and, on the other hand, it lowers learners' anxiety.

Bruen and Kelly (2017) argue that this can be done by using L1 "judiciously", by explaining complex vocabulary, concepts and grammatical structures, as well as creating a laidback classroom environment. This is precisely what I intend to do in my experimental class (note that the methodology of this paper will be thoroughly explained in the methodology section): using Catalan and/or Spanish (my students' mother tongues) judiciously with a clear teaching objective (making them learn English better and more effectively), using different strategies: direct and inverse translation, explanation of difficult vocabulary and grammatical concepts, praising and giving instructions.

3.2. Mixing L1 and L2 together: translanguaging

After digging into the recently-published and ongoing research conducted around my TFM topic, I concluded that it is connected to a broader field to which a great deal of attention has been paid in recent years: *translanguaging*. Although the main aim of this TFM does not consist of making students create some sort of interlanguage (this is an *easy* definition of what translanguaging is) between Spanish or Catalan and English, it is interesting enough to explain this concept.

To mention just a couple of works, I discovered that, according to Sharples *et al*. (2016), *translanguaging* is a common linguistic phenomenon occurring in bilingual or multilingual contexts, whereby speakers use or produce language to "make meaning […], moving flexibly and fluidly between familiar languages" (p. 38).

According to this definition, translanguaging could be regarded as some type of hybrid linguistic combination of two languages or more (L1, L2 and so on) in emerging bilingual individuals, as languages are, according to this theory, not isolated and compartmented entities residing in different brain's areas, but part of a whole linguistic repertoire without clear boundaries.

Similarly, if we extrapolate this interesting and insightful topic to the educational context, it can be claimed that, in recent years, there has been a "shift from monolingual ideologies in the study of multilingual education to multilingual ideologies and dynamic views of multilingualism" (Cenoz & Gorter, 2020, p. 300). Hence, despite the fact that an extensive use of the foreign language in L2 classes is paramount (particularly taking into account how limited students' exposure to L2 is out of the classroom), a systematic criticism of the use of the L1 is not recommended either.

In this sense, EAL Journal (2016) offers some examples of translanguaging in the classroom:

> Picture the scene: two students are sitting together, working intently on a handout. They have different first languages but some shared knowledge of the words and phrases of each other's languages, so they are moving in and out of English to get their message across. Another two students are sitting together nearby. Both of them are Spanish speakers, but are very strong in English and often use it as their main language. At other times, as now, they blend Spanish and English together.

These are referred to as translanguaging examples since the two described students are sitting together in order to use different resources from both L1 and L2. In the end, translanguaging is a linguistic phenomenon whereby students take the advantage of their full linguistic repertoire, and this is exactly what happens in the examples provided.

3.3.   Code-switching: indispensable for an effective ESL class

Another linguistic practice or phenomenon which is usually referred to by scholars as *code-switching* is undoubtedly connected to the use of L1 to learn an L2. According to Juarros-Daussa (2012), this term makes reference to the alternation between two different languages in the same discourse or statement by an only speaker. This author claims that there are two types of code-switching: on the one hand, the *intersentential* one, in which the shift to the other language takes place between two different sentences (e.g.: "Y el muy capullo vino y me dijo: go fuck yourself!"), and, on the other hand, the *intrasentential* one, in which this happens in very the same sentence (e.g.: "Esto es de lo más *cringe, don't you think?*"). The reader must have inferred that this second type of code-switching could be regarded as a *translanguaging* example.

Martínez and Alshayeb (2014) insist on the importance of code-switching for ESL students, as it helps bilingual learners to learn a foreign language in a way which is similar to what the real world is like, where languages coexist:

> Vimos antes la historia de rechazo que ha enfrentado la lengua materna pues se consideraba que en la enseñanza de L2 debía evitarse totalmente el contacto con otras lenguas para evitar interferencias. Por fortuna la clase monolingüe en lengua extranjera empieza a abandonarse y es por esto que la alternancia de código toma un papel protagónico [...].
>
> Sabemos así que la alternancia de código es un suceso natural del uso de L2 y una característica común del discurso bilingüe. Por lo tanto esta habilidad de alternar es uno de los objetivos de la adquisición. (p. 26)

Apart from the already mentioned authors, I+DEL (2018), a research group from the Universitat de les Illes Balears, conducted some research concluding that bilingualism has a cognitive advantage and an influence over the control of information. In summary, their study proved that bilingual individuals who voluntarily switch between languages show improved cognitive flexibility and a more efficient use of neural resources. Overall, it highlights the enormous benefits of being bilingual and switching between languages (code-switching), which, as a natural phenomenon in bilinguals, should be considered natural in the ESL classroom as well.

3.4. *Different second-language teaching approaches and methods*

Another aspect of interest in my investigation revolves around the different existing teaching approaches and methods and how they can influence students' process of learning. This is a crucial aspect, given that my objective is to implement (and to prove that it is effective) a teaching method which includes the use of students' mother tongue, in contrast with Krashen's (1982) natural learning method, for example.

First and foremost, it is indispensable to set a distinction between *approach* and *method*. According to Nunan (2003), "a language teaching method is a single set of procedures which teachers are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning" (p. 5).

In this respect, we can conceive of the learning process as a "continuum of learning" whereby learners must go through several stages, ranging from zero knowledge of the language to a proficient use and knowledge of the language (similar or, in the best case scenario, identical to that of a native speaker): the "receptive or preproductive stage", the "early production stage", the "speech emergence stage", the "intermediate language proficiency stage" and the "advanced language proficiency stage" (Yang, 2008).

As a matter of fact, Krashen (1982) makes a list of these *methods*, which can in turn be classified into *approaches*, as mentioned before. However, I will adopt the classification proposed by Sánchez-Reyes (2011), because it appears to be one of the most comprehensive ones that one can find in scholarly literature. Thus, I will make reference to three main approaches and ten different methods she suggests, although many other classifications exist: the *traditional approach* (with the grammar-translation and the audiolingual methods), the *humanistic approach* (with the community language learning, the suggestopedia, the silent way and the total physical response) and the *communicative approach* (with the natural learning method, the task-based language learning and teaching, the immersion and CLIL).

Before defining each of the methods and approaches, they should be adequately contextualized. It is obvious that, over time, there has been an enormous shift when it comes to second language approaches and methods, from the traditional ones (grammar-translation, audiolingual, etc.) to the currently widely-accepted "communicative ones", which put forward a process of learning based upon the idea that languages are a tool for us to communicate and, as such, it is no use trying to make students learn grammar in a completely decontextualized manner. As a consequence, it is widely accepted nowadays that a communicative approach *must* be adopted in ESL classrooms. Nonetheless, this may lead (and actually leads) to sticking to Krashen's (1982) natural learning method in an overly strict manner, which entails the total avoidance of students' mother tongue in second-language classrooms. This TFM regards this total avoidance of L1 use as detrimental for language learners.

3.4.1. The traditional approach

The traditional approach consists of regarding the teacher as the active agent and the students as the passive receivers of information (Gooding, 2020).

The *grammar-translation method* is included here, and it is considered to be the very first way of teaching foreign languages (inherited from the conventional classes of Greek and Latin, where students were requested to translate texts from their mother tongues into these two languages).

The activities suggested by the teachers were conceived of so that the students would simply translate documents from their mother tongues into the target language. Therefore, they would focus on writing and reading skills, and not at all on speaking and listening. Many researchers consider this method obsolete and incomplete and, in general, it has fallen out of favor in the teaching community.

The *audio-lingual method*, which is also traditional, would require a very specific class environment that we can hardly imagine nowadays. Classes would take place in a "language lab", with students probably sitting down inside some sort of individual cubicles, separated from each other, and equipped with headphones with which they would listen to some L2 input that they would be asked to repeat over and over again. This method puts forth the idea that languages can be learnt through a system of habits and repetition and was first implemented in the United States in the 1950s, for the American soldiers, as they needed to quickly learn the languages of the countries they would fight in (Genc, 2018).

3.4.2. The humanistic approach

The humanistic approach encompasses a group of alternative methods, drifting away from those which are based upon grammar and repetition, taking the whole *human being* into consideration.

In the method called *community language learning*, for instance, a group of teenagers or adults (it is hardly conceivable to put this method into practice with children) would be sitting in circle around a big table with a recording device, such as a tape recorder, in the middle, with whose aid they would record themselves holding conversations in L2. In a later stage, after recording, discussing, and transcribing, the teacher could make use of a board to write vocabulary or grammar bits from the recorded conversation.

Another humanistic method, the *Suggestopedia*, consists of reducing stress and anxiety to the lowest possible level during ESL lessons, using comfortable chairs or even relaxing music. It was established in 1978 by Georgi Lozanov to maintain the attention of his students. With this humanistic method, which takes the whole human being into account, learners would sit and relax on comfortable cushions, chairs or couches. This would create a favorable atmosphere, allowing, with the inestimable aid of background classical music, students to play certain roleplay-similar activities.

The *silent way* or method, for example, implemented by Caleb Gattegno in 1972, focuses on reducing as much as possible the interventions of the teacher during the second-language lessons, so that it is each student who takes the control over their own learning process. Consequently, the teacher plays the role of a simple guide. Obviously, the silent way is hardly imaginable with adults. The ideal classroom environment would be one aimed for children, equipped with "Cuisenaire rods" which could be used by learners to form phrases, sentences and even short stories. The teacher, within the bounds

of possibility, would be silent all the time, making use of mime, gestures and pointing at children-friendly photographs on the walls or toys.

The *total physical response* is, once again, a method primarily aimed for children. The teacher would have a very active role, speaking a lot in order to provide students with a sound L2 input. In order to follow the teacher's commands, for instance in games such as "Simon says…", a lot of space would be desirable in the classroom, with movable chairs and tables.

3.4.3. The communicative approach

All the methods embraced by the communicative approach have one thing in common: contrary to the traditional methods, those which are labeled as "communicative" give much more importance to interaction. In the end, they regard languages as tools for students to communicate. As such, foreign languages must be taught in a whole different manner: focusing on speaking and listening and teaching grammar in –and not out of– context.

The *task-based language learning and teaching*, which has gained a great deal of popularity in the last decades, involves students working in groups, preparing a task which requires teamwork. A normal current classroom would suffice, but students would often have to work in pairs or in groups, so the traditional arrangement of individual desks separated from each other would be just part of history.

The *immersion*, for instance, with the Catalan and Canadian models as the most prominent examples, implies teaching and using an L2 in a lot of different subjects. Chemistry, for example, would be taught in that language.

The *Content Language Integrated Learning* (or *CLIL*) might be considered to be the ultimate evolution of the communicative approach, as it involves teaching different subjects' content through a second language. Content and language are learnt at the same time. In a similar way to the immersion method, a wide range of subjects are taught in L2.

Last but not least, Krashen's (1982) *natural learning method* puts forth the idea that under no circumstances should language learners –and teachers– be permitted to use their L1 while learning a foreign language. According to him, language learners learn an L2 the same way as one acquires their

mother tongue, receiving large amounts of inputs in the language in question in order to produce output at a later stage. Krashen's buttresses his theory with the aid of his famous five hypotheses:

1. <u>Learning-acquisition distinction</u>: while acquisition is seen as an effortless process, like when children learn their mother tongue, learning does require an effort. Krashen's key idea is that even adults can *acquire* –and not only *learn*– a second language, as a baby acquires their L1, so the process of *acquiring* an L2 is similar to that of acquiring an L1.

2. <u>Natural order hypothesis</u>: we learn an L2 in the same order as we learn our L1. For example, first we learn to form a singular noun and then its plural form.

3. <u>The monitor theory</u>: a monitor is a "device" in our brains that, after acquiring something, warns us about a mistake repair. For this monitor to operate, we need time to think and reread about it, and to focus on the form. Something cannot be "repaired" by the monitor without knowing the rule.

4. <u>Input hypothesis</u>: 3 main elements:
   - Sufficient input in order to produce.
   - This input must be comprehensible. Students must be exposed to L2, but the exposure has to be gradual in order for it to be understandable.
   - Introduced in a "natural order" starting maybe with Present Continuous and then Present Simple.

5. <u>Affective filter</u>: within the bounds of possibility, the teacher should try to reduce the stress in the class, not asking learners to produce too soon, for example, by adopting some carefully-chosen strategies such as playing some music, introducing innovative elements that can be motivating for children, etc.

As it has repeatedly been mentioned, this TFM's experiment represents a complete contrast with respect to Krashen's natural method, as my hypothesis is the radical opposite: the judicious use of students' L1 in an ESL classroom actually does help students learn English better, so it is far from being an interference for learning a second language.

4. METHODOLOGY

4.1.   Limitations and research method

However thorough and conscientious, this research project, due to an evident lack of time and resources, was not conducted in such a comprehensive manner as a PhD would. Therefore, some research techniques which will be detailed in the lines to come were disregarded.

Since the main objective of this TFM is to dismantle the widespread notion that teaching English as a second language in isolation –without ever resorting to students' L1– is more effective than allowing the use of students' and the teacher's mother tongue, I initially intended to carry out full-qualitative research, because it is hardly conceivable how to determine whether one approach is better than the other, by making use of numbers and statistics only. Nevertheless, even though a substantial part of this field research is to be qualitative through teaching and observing five sessions/lessons of 55 minutes of two EFL classes, and the results obtained by a survey completed by the participant, I intend to not only establish some patterns from the observation of the two classes' dynamics and the results from the survey, but also to collect some quantitative data such as the grades obtained by the students of both groups in an "exam" consisting of a reading comprehension test, a grammar activity and a vocabulary activity (see Annex 10). Thus, rather than opting for a qualitative approach, I adopted a **mixed method research**, because "the main attraction of mixed methods research has been the fact that by using both qualitative and quantitative approaches researchers can bring out the best of both paradigms" (Dörnyei, 2007, p.45).

As mentioned in the introduction, the constraints that are inherent in a research project of these characteristics caused me to decide to dismiss an observation of two ESL classes, one led by a native teacher of English and the other by a non-native one. At the very beginning, my research objective was to break the myth that native speakers are better at teaching EFL than their non-native counterparts. Ideally, a full learning/teaching sequence spanning at least a full quarter should be applied in two different classrooms with two different groups, conducted by a native teacher and a non-native teacher, respectively. In doing so, I could verify if students really learn more and better with one teacher or another. This idea notwithstanding, the aforesaid limitations of resources and time caused me to be more realistic. Thus, I opted for a more realistic approach.

The **constraints or limitations** that made the original research question/objective unfeasible are the following:

- First of all, it would be extremely hard to find two ESL classes from, ideally, a public or semi-private high school, sharing all the characteristics of language level, students' age, number of students, and so on, except for the fact that one would have an English native teacher and the other one a non-native one. A regular high school would most probably show a great deal of reluctance towards the idea of having an "intruder" entering a classroom to observe if the observer himself did not work in the said high school. Aside from that, even if it were possible to find a high school willing to accept it, so rare are the high schools in Catalonia where native speakers of English work. We must remember that a C1 level in Catalan is a *sine qua non* for anyone, irrespective of the subject to be taught, to be allowed to work in the Catalan public and semi-private educational system. This dramatically reduces the number of native speakers of English working in this environment.

- Secondly, once the high-school option was disregarded, the other remaining alternative to compare a native-speaker of English class and a non-native speaker class was a private language school. However, as the conditions for the investigation were relatively strict in the sense that they required the same school, with two different classes of ESL with a similar number of students, level and age, one with a native teacher and the other with a non-native teacher, and so on, the viability to conduct it seemed doubtful. Not many private language schools meet all these requisites, and even less numerous are the ones allowing the researcher, possibly regarded as an "intruder", to enter two of their classrooms, for many reasons: students' privacy, for instance.

- Thirdly, despite all the reasons mentioned above, the original research question and objective, namely debunking the notion that native speakers of English teach ESL better than their non-native counterparts, still seems of great interest for further investigation. Nevertheless, a piece of research of such magnitude would only be possible in a 3- or 5-year PhD, and definitely not in a 4-month TFM. By all that has been said in the previous lines, the reader might have the idea that the original research question and objective are impossible to implement. Nothing further from the truth. But time and resources are usually a big issue to deal with. This is no exception.

4.2.   Participants

All of the above being considered, the fieldwork conducted in this research project was implemented in the public high school where I did my Practicum and where I still work: Institut Manuel Blancafort (IMB), in la Garriga. It is a considerably large high school –1st of ESO through 2nd of *Batxillerat*– with four or five classes (*línies*) per academic year in ESO, and two or three in *Batxillerat*. The average number of students per class is 25. There is a relatively low number of students with a native language other than Catalan and Spanish, and they are raised in medium- to high-income households. It is noteworthy that many of them attend extracurricular English classes in private language schools.

Taking into account that the objective of this TFM is to evaluate if the use of L1 to learn L2 in an ESL classroom is effective in terms of students' learning outcomes, this investigation called for an intervention/observation in two ESL classrooms: ideally, two classes sharing all the characteristics: academic year, level, etc., except for the teaching method and strategies applied. Thus, I selected two classes from the same academic year: 2nd of ESO D and 2nd of ESO C, with 23 and 20 students, respectively.

The teaching sequence for this investigation was applied on Fridays for both groups: from 11h45 to 12h40 for 2nd of ESO D and from 13h35 to 14h40 for 2nd of ESO C. The teaching sequence had a length of five sessions of 55 minutes each, in which all the language skills were covered. However, a special emphasis was placed on reading and grammar and vocabulary, since these are the three aspects that students were assessed on in the 6th lesson after the first five sessions of implementation. The complete teaching sequence can be found in Annex 0.

All the lessons, for both groups, were given by me. In the meantime, the main teacher (Dafni Peña) observed and took notes about the class dynamics for a subsequent analysis.
- In **group 0** (G0), or control group, **2nd of ESO D**, no L1 techniques were applied. The lessons were entirely taught in English, without ever resorting to students' mother tongues (Spanish or Catalan) and students were likewise discouraged and dissuaded from doing so. This group was made up of 23 students, 3 of whom had an "individualized plan" (PI). Even though the ones with a curricular adaptation participated in all the classroom activities, including the final test and questionnaire, their performance or learning outcomes was not considered, for the successful implementation and results of the experiment.

- In **group 1** (G1), or experimental group, **2ⁿᵈ of ESO C**, some L1 techniques were indeed applied. The lessons were taught in English, but the use of students' mother tongues was not prohibited or discouraged at any time. I, as a teacher, used Spanish/Catalan in different manners that will be described in depth in the next section. This group was made up of 20 students, 5 of whom had an "individualized plan" (PI). As in the control group, the ones with a curricular adaptation participated in all the classroom activities, their performance or learning outcomes were not considered, for the successful implementation and results of the experiment.

4.3.   *Implementation*

As mentioned before, two classes of 2ⁿᵈ of ESO took part in this experiment. A five-lesson teaching sequence of 55 minutes each was prepared for both groups. However, in G0 only English was used, whereas some L1 techniques were implemented in G1. Ideally, the didactic unit should span for a much longer period, but the circumstances forced me to do it within a much shorter time. The teaching sequence prepared follows LOMLOE's terminology and looks exactly as in Annex 0.

The teaching approach used in all the sessions was task-based teaching and learning. Following this approach, the lessons/sessions were organized into the following:
- **A pre-task** in which the content of the previous lesson –vocabulary or grammar– was reviewed through a warm-up, and the instructions for the task were given.
- **A task** in which students had to work either individually, in pairs, in small groups or with the whole class to carry out whatever activities I, as the teacher, told them to do, for example a reading comprehension activity, a grammar exercise, a listening activity, etc.
- **A post-task** in which corrections were done and feedback was given, or a game/activity to review the grammar concepts or vocabulary studied in class.

Each lesson prepared for G0 and G1 consisted of the exact same content. Nonetheless, L1 was occasionally used in G1, for specific purposes:
- **L1 > L2 translation**. Without resorting to computer-assisted translation tools, students from G0 were occasionally given a short list of sentences in Catalan/Spanish that they were asked to translate into English, not only to review the unit's vocabulary studied, but especially to foster a profound linguistic reflection upon some structural morphosyntactic differences between their L1 and English.

- As a matter of example: *Soc metge > I am A doctor/physician*. Here, two important points are observed. By translating this sentence, we can make students aware that in English, contrary to Spanish and Catalan, we must use the indefinite article *a* or *an* before the name of a job. Aside from that, students will also learn that *physician* is a false cognate (a word that is morphologically similar to its Catalan/Spanish equivalent *físic* or *físico*, but it does not mean *físic* or *físico*, but *metge* or *médico*).

- A more complex example for advanced levels: *Crucé la calle a pie > I walked across the street*. By translating this second sentence, students will learn that the conceptualization of movement verbs differs a great deal in Spanish or Catalan and in English. On the one hand, in Spanish/Catalan, *cruzar/creuar*, the verb, encapsulates the meaning of the transition between A and B, while the prepositional phrase *a pie/a peu* indicates how this movement takes place. On the other hand, in English, the opposite occurs: the verb (*walked*) indicates how the movement is made and the preposition (*across*) describes the transition between A and B. Thus, the L1 > L2 translation is a non-negligible tool for students to learn certain complex morphosyntactic structures in English.

● **Explicit comparison of grammatical structures**.
- For example: when teaching the conditionals, it is useful to compare Spanish/Catalan with English because the fact of having the former as a first language can enormously help students comprehend the use of conditionals in English, since most of the verb tenses coincide (*Si ganase la lotería, me compraría una mansión > If I won the lottery, I would buy a mansion*)

● **Cognates-false cognates**. Comparing some morphologically similar words between Catalan/Spanish and English can make students reflect upon some similarities but also some differences at a semantic and morphological level.
- For instance: *exit > salida* (and not *éxito*), *constipated > estreñido* (and not *constipado*), and so on.

● **Giving instructions**. Aside from English, instructions for the activities or tasks to be done have been given in Catalan and/or Spanish, so that students could genuinely comprehend what they are asked to do. In elementary levels, misunderstanding what needs to be done results in students disconnecting from the class.

● **Disciplining**. In order for students to understand why I reprimanded them, if necessary, I have resorted to Spanish or Catalan.

- **Praising.** if students completed a task exceptionally well, I complimented them in Spanish and/or Catalan. This creates a rapport between students and me as a teacher.

All of the techniques mentioned above were utilized in G1 with a clear *purpose*: to reduce cognitive overload and anxiety levels in the L2 classroom. Ideally, this might result in students obtaining better learning outcomes than their counterparts in G0, where only English was used.

After each lesson, the usual teacher from the two groups (Dafni Peña) completed an entry in my field diary in which she described as thoroughly as possible the dynamics of each one of the classes, G0 and G1, in a chart like Table 1.

TABLE 1: Field diary

	LESSON 1: February 24th	
Dimension	**G0 (control group) 2n D**	**G1 (experimental group) 2n C**
Attitudinal		
Use of language		
Procedural		
Evaluative		

In the sixth session of the experiment, after the five sessions of implementation of the didactic unit, students from both groups were assessed by means of an identical grammar/vocabulary and reading comprehension test, in order to determine if the learning outcomes of one are better than the other (see Annex 10).

After taking the final test, students were handed out a questionnaire in which they were asked to give their opinions on different aspects of the investigation: whether they considered it better or worse for their learning process to be in an ESL class where their mother tongues (or English only) are used, the advantages and disadvantages of the use –or non-use– of their L1 in the ESL class, and so forth (see Annex 9).

5. RESULTS OF THE STUDY

As it has already been mentioned, the experimental part of this TFM was conducted with two groups (G0, 2nd of ESO D; and G1, 2nd of ESO C) by means of three different investigation tools. First of all, the observation notes which were taken by the main teacher of the two classes (Annex 11), who was in charge of observing me while I was implementing the didactic unit that I prepared for this experiment. Secondly, the final test with a reading activity, a grammar activity and a vocabulary activity that all the students from both groups took at the end of the experiment (Annex 10). Thirdly, the survey/questionnaire that the students from both groups filled out after having taken the test (Annex 9), in which they were requested to give their opinion on the advantages/disadvantages of being taught ESL with or without the use of their mother tongues.

Therefore, as the experiment was made up of these three tools, each one is worth a whole subsection where the results will be described in depth.

5.1.   *Observation through the whole didactic unit*

Throughout the five sessions that the didactic unit was made up of, Dafni Peña, the teacher from both of the groups, would be sitting silently at one of the corners of the class while she observed and took notes of everything that occurred in the classes, by completing the field diary that has already been referred to (see Table 1). As research observation is classified into what is known as a qualitative approach, only general patterns can be retrieved from this part of the experiment and no figures.

In general terms, G0's attitude and behavior tended to be worse than that of G1. As for the use of language, the students from G0 would frequently show a high degree of reluctance to the fact that they were forced to use English only. A lot of times, many students from this group, especially those having a lower level, felt frustrated and anxious that I never talked in Spanish or Catalan, and they insisted on asking me questions or clarifications in these languages, rather than in English. When having to discuss something with a pair in English while I was walking around the classroom, many students resorted to Catalan or Spanish as they thought I was not observing. In addition, knowing that they were obliged to participate in English, when asked to answer a question in front of the whole class, lower-achievers confined themselves to using one-syllable words such as "yes" or "no". Other than that, as a teacher, I noticed that some grammatical concepts or vocabulary were not fully understood by all the students, however hard I tried to explain them in English. This resulted in some

sort of anxiety in students. Towards the end of the five sessions, however, students were already used to listening to me talking exclusively in English at all times, so their level of stress and anxiety seemed to decrease.

In contrast, the attitude of the students from G1 was usually better compared to their G0's counterparts. They felt stress-free when they realized that the use of their mother tongues was not discouraged. As a matter of fact, as soon as they noticed that I switched back and forth from Catalan/Spanish to English and vice versa, they did the same. They would frequently ask me for direct translations or clarifications in their mother tongues, which I did. The explanation of the grammatical concepts and vocabulary turned out to be much easier thanks to the occasional and judicious use of the students' mother tongue. I always had the feeling that they fully understood the complex grammatical structures that were gone through, such as the Past Simple vs Present Perfect, in contrast to the students from G0. Thanks to this fact, many of them frequently showed their gratitude.

5.2.   Test results

In this subsection, the results from the final test taken from the students of both groups will be described. As mentioned in the methodology section, group 0 consisted of 23 students, 3 of whom with an individualized plan, so only 20 were to be considered. However, one student did not attend class the day of the exam, so the results were retrieved from the scores of the 19 students who did sit the exam.

TABLE 2: Test results from G0 (2nd ESO D)

G0 (2nd ESO D)	READING	VOCABULARY	GRAMMAR	EXAM GRADE
Student 1	8	8	1	5.7
Student 2	10	10	0.5	6.8
Student 3	10	10	5.5	8.5
Student 4	8	8	2	6
Student 5	10	10	4	8
Student 6	10	10	1.5	7.2
Student 7	10	6	1.5	5.8
Student 8	10	10	3.5	7.8
Student 9	8	8	2.5	6.2
Student 10	10	10	6.5	8.8
Student 11	8	6	2.5	5.5
Student 12	10	8	1.5	6.5
Student 13	10	10	6	8.7
Student 14	10	10	7.5	9.2
Student 15	8	10	3.5	7.2
Student 16	10	8	5	7.7
Student 17	10	10	3.5	7.8
Student 18	10	2	0	4
Student 19	10	10	7.5	9.2
AVERAGE G0	9.4736842	8.63157895	3.4473684	7.189473684

In Table 2, we can see the exam grades of all the students in group G0, as well as the scores for each of the parts of the test (reading, vocabulary and grammar). At the bottom of the table, the average of the scores for all the sections, as well as the exam grade, can be observed. In G0, the average exam grade was roughly 7.19, whereas the reading average score was 9.47, the vocabulary average was 8.63 and the grammar average, by far the worst part for students, was 3.45.

TABLE 3: Test results from G1 (2nd ESO C)

G1 (2nd ESO C)	READING	VOCABULARY	GRAMMAR	EXAM GRADE
Student 1	10	8	4	7.3
Student 2	10	8	6	8
Student 3	10	8	5	7.7
Student 4	8	6	0	4.7
Student 5	10	10	6.5	8.8
Student 6	8	10	8	8.7
Student 7	10	10	6	8.7
Student 8	8	10	7	8.3
Student 9	8	8	2	6
Student 10	4	6	0.5	3.5
Student 11	10	10	5	8.3
Student 12	0	6	1	2.3
Student 13	8	10	3	7
Student 14	10	10	3.5	7.8
Student 15	10	10	7	9
AVERAGE G1	8.26667	8.66666667	4.3	7.073333333

In table 3, we can see the exam grades of all the students in group G1, as well as the scores for each of the parts of the test. At the bottom of the table, the average of the scores for all the sections, as well as the exam grade, can be observed. In G1, the average exam grade was roughly 7.07, whereas the reading average score was 8,27, the vocabulary average was 8.67 and the grammar average, again the worst part for students, was 4.3.

TABLE 4: Comparison of results from the final test (G0 – G1)

	READING	VOCABULARY	GRAMMAR	EXAM GRADE
G0 - 2nd ESO D	9.4736842	8.63157895	3.4473684	7.189473684
G1 - 2nd ESO C	8.26667	8.66666667	4.3	7.07333333

In Table 4, we can see the comparison between the results obtained by the students in G0 and G1, including the average exam grade, the average reading score, the average vocabulary score and the average grammar score. The difference in the average exam grade (just 0.1) between the two groups is insignificant (7.19 in G0 vs 7.09 in G1). The same can be said about the vocabulary part (8.63 in G0 vs 8.67 in G1). In the reading section, however, there seems to be a higher gap (9.47 in G0 vs 8.27 in G1), as well as in the grammar activity, where G1 outperforms G0, with 4.3 and 3.45, respectively.

The data collected in Table 4 is presented in a more visual manner in Graph 1 below. As it can be observed, the difference between the two groups is almost non-existent in both vocabulary and the final exam grade, but more significant in reading, where G0 outperforms G1, and grammar, in which G1 does better than G0.

GRAPH 1: Comparison of results from the final test (G0 – G1)
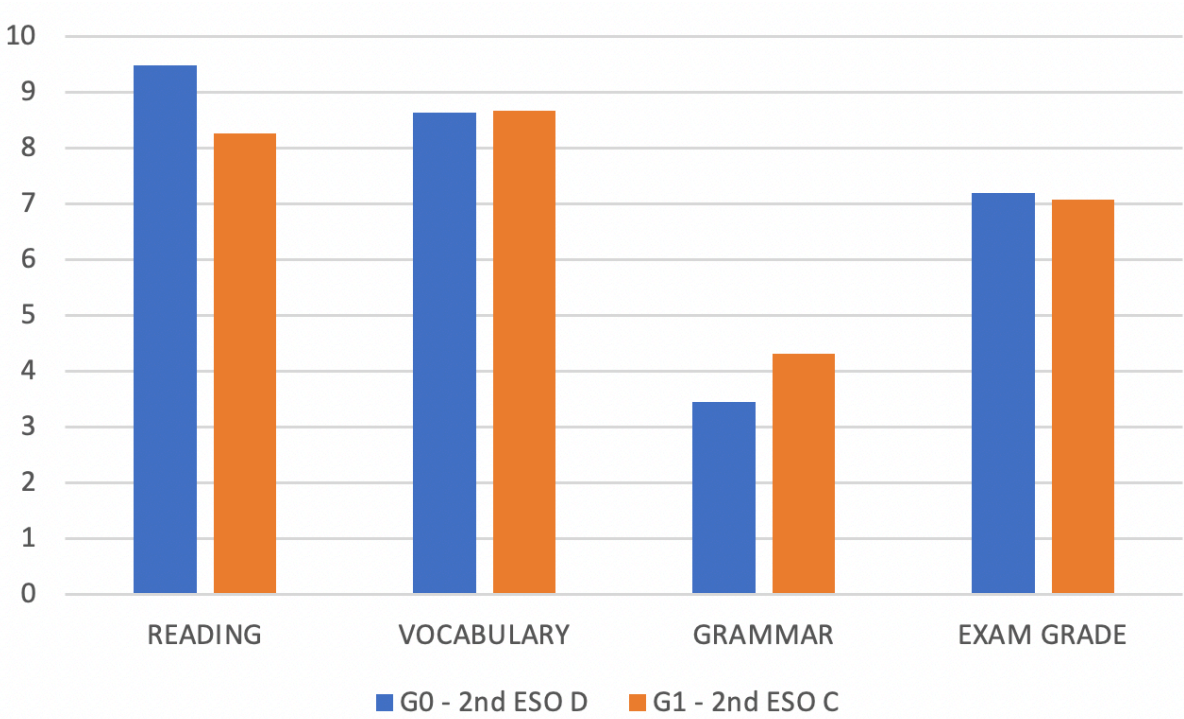
5.3.   *Surveys*

The third tool which was used in order to conduct this investigation was a survey that all the students from both groups, G0 and G1, were requested to fill out in Catalan after the five sessions of regular class -didactic unit- and once they had completed the final test. As it can be seen in Annex 9, the questionnaire consisted of seven questions, the first being a closed-ended question (*Would you rather your English teacher always spoke English or also Catalan and/or Spanish in class?*) and the rest being open-ended questions, in which the participants were expected to give their honest opinions on the advantages and disadvantages of an ESL class being taught exclusively in English or with the additional use of their mother tongues.

As to the first question, which is the only one from which some quantitative data can be retrieved, the figures can be observed in absolute numbers in Table 5 and in percentages in Table 6, respectively.

**TABLE 5: Answers to question 1 from questionnaire (G0 – G1)**

	ESL class exclusively taught in English	ESL also taught in students' L1
G0 - 2nd ESO D (19 students)	5	14
G1 - 2nd ESO C (15 students)	2	13

**TABLE 6: Percentage of students answering question 1 from questionnaire (G0 – G1)**

	ESL class exclusively taught in English	ESL also taught in students' L1
G0 - 2nd ESO D (19 students)	26.32%	73.68%
G1 - 2nd ESO C (15 students)	13.33%	86.67%

As it can be observed, there was a clear majority of students in both groups who would rather the ESL classes were taught *also* in their mother tongues aside from English, although the percentage is significantly higher in G1 with respect to G0 (86.75% vs 73.68%). These figures are more visual and easily interpretable if presented as a graphic (see Graph 2 and Graph 3, for the two groups).

GRAPH 2: Survey question 1 (G0): *Would you rather your English teacher always spoke English or also Catalan and/or Spanish in class?*

■ ESL class exclusivelly taught in English   ■ ESL also taught in students' L1
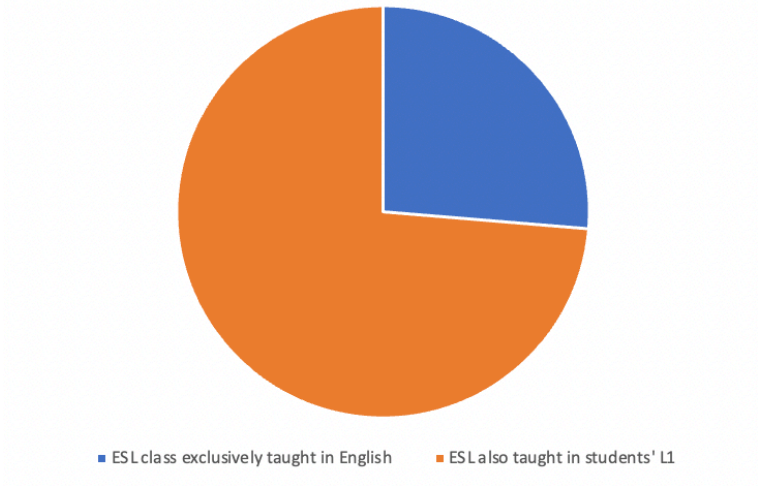
GRAPH 3: Survey question 1 (G1): Would you rather your English teacher always spoke English o also Catalan and/or Spanish in class?

■ ESL class exclusively taught in English   ■ ESL also taught in students' L1
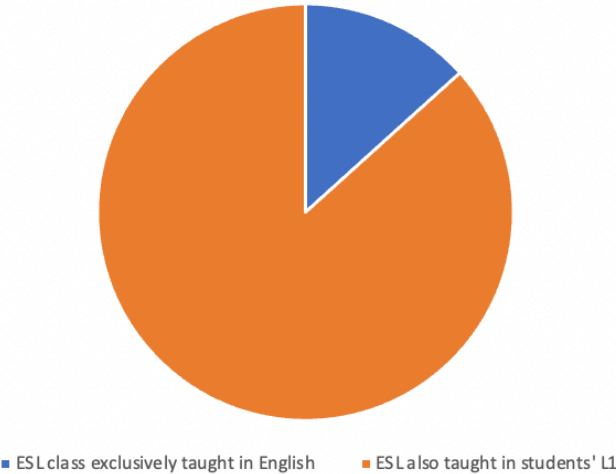
With regards to the rest of the survey's questions, some patterns can be identified. First of all, as for the advantageous aspects of the use of students' L1 in an ESL class, the participants allude to a wide range of reasons: the utility of L1 to fully understand the teacher's explanations and instructions and clarifications, if needed, the role played by direct translation to convey and comprehend the exact meaning of specific lexicon, and the usefulness of the comparison between grammatical structures, as well as their explicit explanation. Additionally, many students referred to the use of Catalan/Spanish as a tool for the teacher to help lower-proficiency pupils, aside from the fact that it is a way to connect the new concepts learned in a foreign language –in this case, English– to the existent knowledge in their mother tongue. Nevertheless, most of them seemed to concur that the use of their L1 in an ESL class should be occasional and judicious, and not take up the entire lesson.

As for the drawbacks of using L1 as an additional language for ESL teaching, some students made reference to the disconnection with real-life situations: if their mother tongue was to be overused in class, they might find themselves in difficulties when having to face real problems in English-speaking countries, where they will not have the teacher's aid. Besides, the overuse of L1 might lead some pupils to not put an effort into practicing the studied language.

Regarding the advantages alluded to by students for English as the only language used in ESL classes, a variety of reasons were given: the extent to which it can be beneficial for higher-achievers, the usefulness for mimicking rhythm, intonation and pronunciation of the foreign language, and the greater effort that students should make to learn. For some participants, the English-only approach

might make students learn English in a natural manner, in a similar way to which they once learned their L1. However, even those who advocated for an English-only ESL classroom agreed that the use of Catalan/Spanish is beneficial for students who for whatever reason lag behind, which implies an implicit agreement in the fact that the English-only approach might be detrimental for lower-proficiency students.

6. DISCUSSION OF THE RESULTS OBTAINED

### 6.1.	*Observation through the whole didactic unit*

On the basis of the observations made by the main teacher of both groups, G0 and G1, which were summarized in the previous section and thoroughly analyzed in Annex 11, the following key conclusions can be drawn.

Firstly, the behavior of the students in G0 was significantly worse than in G1. This could be due to the fact that the English-only approach adopted in the five sessions might have caused them to disconnect from the dynamics of their usual lessons, as these were exclusively taught in English. Nonetheless, other variables which were not under control might as well have played a non-negligible role: the lessons for this group took place immediately after the students' recess. Be that as it may, most students, especially those whose level of English seemed to be slightly or far worse, tended to misbehave and show their reluctance to speak English at all times, even when they were explicitly requested to do so.

Secondly, G0's students' insistence on asking for explanations, instructions and/or clarifications in their mother tongue might be an indicator of the extent to which they had a feeling of frustration or stress associated with the fact they had to deal with more complex cognitive tasks –learning ESL without the use of their L1– than their G1 counterparts did not have to face. This could be connected to what Bruen and Kelly (2017) claim when alluding to the cognitive overload and high levels of stress students have to go through when being taught a second language without their L1 ever being used. As a matter of fact, the students in this group appeared to struggle much more than their counterparts in G1, as the latter were never discouraged from using their native language to ask for clarifications, comparisons between grammatical structures between L1 and L2 or direct translations. An important factor must

be taken into consideration: aside from the students' behavior and use of language, it is noteworthy that I, as the teacher, clearly noticed that the students in G0 did have serious difficulties in fully understanding the English-only explanations, especially in terms of grammar, and, to a lesser extent, vocabulary as well.

Thirdly, G1's students always showed much better behavior, which might have been caused by the fact that their lessons took place in a different time and that they were less numerous than G0. This notwithstanding, chances are that their more positive and proactive attitude and behavior were brought about by the fact that they could *freely* use their mother tongues to ask me for clarifications, instructions or explanations. At no time did it look as though they felt any kind of frustration or stress associated with the use of language.

As for the use of the students' L1, however, it should be remembered that, for this investigation, the ideas put forth by Pan and Pan (2010) about the maximization of the use of L2 and those defended by Bruen and Kelly (2017) were adopted. On the one hand, as Bruen and Kelly (2017) state, a *judicious* and occasional use of students' L1 is beneficial for them to learn an L2, especially when explaining or comparing grammar concepts, giving direct translations, giving instructions or praising their performance, which has been *proven* by the observations made. On the other hand, according to Pan and Pan (2010), despite the benefits of using L1 when teaching L2, this use cannot be unlimited: it must be judicious and occasional, as students' exposure to L2 should be maximized. These authors conclude that the use of L1 in second-language classes should be applied in an inversely proportional manner: the higher the level of the students, the less their L1 should be used.

6.2.   Test results

Some significant remarks should be made when analyzing and interpreting the results of the final tests taken by the students in both groups (a sample of real tests from the experiment have been included in Annex 12). First and foremost, there exist some undeniably important limitations in this study. In order for this experiment to shed more light upon the research question, the sample size should be far larger. 19 tests in G0 and 15 tests in G1 are far from a significant number to determine whether some solid conclusions can be drawn from the results or not. For instance, the results might easily have been

distorted by an extraordinarily high or low score, as a single score with these characteristics plays a pivotal role when calculating the average in such small samples.

Secondly, there was a clear limitation of time in this experiment. Due to the reasons exposed in the methodology section, only five lessons were taught within the framework of the teaching sequence or didactic unit created for the experiment, which is doubtlessly a very low number of lessons to answer the research question. The results, far from conclusive, are modest and must then be interpreted with extreme care, as they were obtained in a study with obvious limitations and constraints.

Thirdly, there are several factors or variables that were not under control, which might have had an impact on the test scores. The number of students attending extracurricular English lessons, the number of students having had the opportunity to live abroad during the summer, and so forth.

That being said, if we observe Table 4 and Graph 1 again, some conclusions can be drawn. First, the exam grade was nearly identical in both groups: roughly 7.19 in G0 and 7.07 in G1, which in principle neither confirms nor refutes the hypothesis of this TFM, that the notion of teaching ESL with the judicious use of students' L1 can be beneficial for them. However, the limitations mentioned some lines further up are likely to account for this: five lessons are far from being enough to confirm or rebut the hypothesis. The same could be said about the vocabulary section of the test, whose average scores are also practically identical in G0 and G1: 8.63 and 8.67, respectively.

As for the reading section, there is a more significant gap between the average score obtained by G0's students, 9.47, and G1's students, 8.27, which might appear to rebut this TFM hypothesis. Nevertheless, the format of the reading questions, which was a multiple choice, and the fact that the sample size in G1 is smaller than in G0 —15 tests vs 19 tests— might account for this seemingly important difference. One extraordinarily low result in G1 would have a higher impact on the average than it would have in G0.

In regards to the grammar section of the exam, it is clearly visible that this was by far the most difficult part for the students in both groups, as neither of them passed it, on average. Nonetheless, G1 obtained a significantly higher score than G0, 4.3 vs 3.45, which might be caused by the fact that an important emphasis was placed on grammar comparison L1-L2 and direct translation in G1 lessons. This could in principle confirm, at least partially, the hypothesis of this research project, but the results must be analyzed with extreme care, as the small sample studied prevents any judicious researcher from drawing categorical or definite conclusions.

6.3. Surveys

Last but not least, the results from the surveys filled out by the participants in this study must be analyzed and interpreted. Some of them were scanned and included in Annex 13. One must take into account that, except for question 1 (see all questions of the survey in Annex 9), the rest of the questions can *only* provide us with some non-quantifiable data such as opinions or views.

If we observe Table 6 and Graphs2 and 3, we can see that a substantial majority of students in both groups expressed a clear preference for ESL classes in which their L1 was also used: 73.68% and 86.67%, respectively. Even though most participants in both groups selected this option, the percentage of students having chosen this possibility is remarkably higher in G1. This could be due to the fact that lessons were in fact taught in English and Catalan/Spanish in G1 classes, for which many students showed a great deal of gratitude, as they were noticeably less anxious and stressed out than their G0 counterparts. This might as well be related to the fact that the judicious use of students' L1 can be beneficial when learning an L2 (Bruen and Kelly, 2017). Therefore, even though the scores obtained in the test were not significantly different in G0 and G1, hence why it is difficult to approve or disprove the research question, the subjective opinions given by the participants in this study were quite enlightening and insightful: an overwhelming majority in both groups, and even more participants in the experimental group, expressed an undoubtedly clear preference for the approach involving the use of L1 in L2 classes.

Even though the students were not conscious that they were participating in this study until after they filled out the survey, they mentioned many of the reasons alluded to by scholars when advocating for the use of L1 in second language classes: the usefulness of L1 in direct translations, explicit grammar explanations or grammar comparisons, its utility to clarify doubts or instructions or the role it has in the assistance the teacher has to provide students, especially those with more difficulties or a lower level.

Among the relatively small number of students who expressed their preference for the English-only approach, some referred to the importance of being exposed to L2 as much as possible, as Pan and Pan (2010) would say when alluding the maximization of the use of L2, and others to the fact that it would be beneficial for higher-achievers. However, even these students acknowledged that the use of their L1 in ESL classes is beneficial for lower-achievers, with the proviso that its use is not unlimited but judicious, as Bruen and Kelly (2017) would affirm themselves. Some of the few who defended the English-only approach unconsciously made reference to Krashen's (1982) natural learning method,

reasoning that L1-only classes would make students learn English in a similar way to which babies learn their first language. What they probably did not notice is that the ESL approach that I defend in this TFM could not agree less with what Krashen (1982) postulates.

7. CONCLUSIONS

The present research appears to confirm that the judicious use of students' L1 in ESL classes has positive effects in terms of reducing the anxiety and stress that learners tend to face when learning English. These are the main conclusions that can be drawn from both the observations made throughout the five sessions of the didactic unit with groups 0 and 1, and the surveys filled out by the students at the end of the experiment.

As far as the observations are concerned, it seems to be confirmed that imposing English as the only language allowed in the ESL class can be a burden for certain students, leading them to disrupt or disconnect from the class or experience feelings of frustration, demotivation, and anxiety when they see that the use of their mother tongue is neither encouraged nor allowed in class. The use of students' L1 in class has proven to be particularly helpful for lower-proficiency students, who have shown great gratitude for it. The observations also revealed that the exclusive use of English with G0 made some students have difficulties in understanding complex grammatical concepts or new vocabulary, whereas the explicit comparison of grammar structures and lexicon in G1 class facilitated their full understanding.

On the other hand, the surveys also seem to align with these findings: except for higher-level students, the vast majority of students clearly expressed their preference for the use of their native language in the ESL, alongside English, rather than having a class conducted exclusively in English. Those who were in favor of the L1 use argued that resorting to their mother tongue was useful to understand complex grammatical concepts and vocabulary and stated that it was especially important for those students who struggle with English. The few students who advocated for the exclusive use of English in class argued that some type of immersion was undoubtedly beneficial for learning English, as if it could be learned in a similar way to the one with which we acquire our mother tongue.

While the observations made in class and the surveys partially support the hypothesis of this investigation, the results obtained from the tests administered to the students at the end of the experiment neither confirm nor refute the hypothesis. Overall, the results are extremely similar in both

groups, with only some minor significant differences in reading comprehension (in favor of group 0) and in grammar (in favor of group 1). Nonetheless, although it could be argued that the use of the students' L1 in class may have played a role in the fact that group 1 achieved better results in grammar, no definitive or irrefutable conclusions can be drawn, especially considering the small sample size of students.

Thus, the sample size was doubtlessly one of the major limitations. Another limitation was the time: five sessions to deploy a didactic unit are clearly insufficient to attempt to demonstrate whether the judicious use of students' L1 is truly beneficial for them in terms of greater and better learning of English as a foreign language. Undoubtedly, a more comprehensive and exhaustive research study, without the limitations of this master's thesis, should be conducted to shed some light on such a relevant topic in the field of ESL teaching in particular, but also of second-language teaching in general.

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ANNEXES

Annex 0: Didactic Unit

Annex 1: Reading text (p. 50-51) from Influence 2 student's book

Annex 2: Grammar exercises (p. 52) from Influence 2 student's book

Annex 3: Activity about quantifiers (p. 35) from Influence 2 workbook

Annex 4: ChatGPT-generated reading, based upon the following instructions: Create a text of around 300 words, aimed for 14-year-old students in an English as a foreign language class (A2.2 level), somehow related to money, in which Present Perfect and Past Simple tenses are both used

Annex 5: Present Perfect table and exercises (p. 76) from Influence 2 student' book

Annex 6: Sheet on Present Perfect vs Past Simple without translations (English-only version)

Annex 7: Sheet on Present Perfect vs Past Simple with translations

Annex 8: Speaking rubric generated with the aid of ChatGPT

Annex 9: Survey to be filled out by the students of both the experimental group (G1) and the control group (G0) after the 5 sessions of class

Annex 10: Final test

Annex 11: Observation tables

Annex 12: Final test's answer key and some students' corrected tests

Annex 13: Some students' surveys

ANNEX 0: *Didactit Unit*

SECONDARY SCHOOL	INSTITUT MANUEL BLANCAFORT		DEPARTMENT/DEPARTMENTS	Department of Foreign Languages	
SUBJECT / SUBJECTS / FIELDS	English		LEVEL/ school year	2nd of ESO	Year 22-23
NUMBER OF SESSIONS	5 sessions of 55 minutes (5 with G0 and 5 with G1) and 1 extra session for the final test and survey		TIMING – Term /month	6 weeks (1 class per week)	

TEACHING SEQUENCE	UNIT 3: *Business project*. This teaching sequence will span 5 sessions of 55 minutes and will revolve around the idea of money. Throughout the 5 sessions, money-related vocabulary will be presented, as well as reading and listening texts on the topic. In the 6th session (which can not be considered a part of the teaching sequence) the students from both groups will take a final test (Annex 10) including reading, grammar and vocabulary, and will be requested to fill out a survey (Annex 9).
	Transversally, the students will review and learn some grammatical concepts such as Present Perfect, Past Simple, and quantifiers. The four language skills will be covered by means of different activities and exercises, both paper-based and on digital support.
	However, a special emphasis will be placed on grammar (Present Perfect and Past Simple), reading comprehension and vocabulary (money) because, for the TFM's sake, the students of both groups (G0 and G1) will be asked to sit a reading comprehension and grammar exam in order to check if the teaching technique chosen for the experiment (combining L1 and L2 in an ESL classroom) is more effective than using English only. Note that some of the sections of this teaching unit (activity, materials…) are common for both classes (G0 and G1), so the cells have been merged.
	All the terminology referred to in this teaching unit (*key competences, specific competences, operative indicators*, and so on) can be found on *Decret 175/2022, de 27 de setembre, d'ordenació dels ensenyaments de l'educació bàsica*, which implements and develops the content and principles of the currently used educational law in Spain (LOMLOE).
	Nonetheless, an important fact needs to be considered: the content of this teaching sequence has had to be adapted and negotiated with the teacher in charge of the two classes (G0 and G1). It will be applied to only one of the three sessions of English that both groups have per week, which makes it harder to create a framework that is consistent enough for a solid "learning situation" (*situació d'aprenentatge*). Hence why this LOMLOE-related concept (*situació d'aprenentatge*) has been discarded for the purpose of this investigation.

	COMPETENCES		*SABERS &* AIMS	ASSESSMENT CRITERIA
				Operative indicators - *Indicadors operatius* **for "key competences"**(p. 36-44 from *Decret 175/2022, de 27 de setembre, d'ordenació dels ensenyaments de l'educació bàsica*). **Operative indicators –** *Indicadors operatius* **for "specific competences"** (p. 215-226 from *Decret 175/2022, de 27 de setembre, d'ordenació dels ensenyaments de l'educació bàsica)*.
KEY	**Linguistic communication** (*Competència en comunicació lingüística - CCL*)		An engaging context (money) has been created to develop successful learning. A **task-based approach** has been adopted to teach the 6 **sessions** (the last one being dedicated to students sitting a short reading comprehension/grammar exam and filling out a survey), with lessons being organized following this structure: **a pre-task, a task, a post-task, and optionally, a follow-up.** This teaching sequence fosters: ● **Sociolinguistic and sociocultural abilities**: - Students' interest, initiative, and autonomy through communicative interactions in the context of the given topic (business/money), connected with the project they will be working on in another part of the subject (Business Project).	CCL1, CCL2, CCL3, CCL3, CCL5
	Plurilingual (*Competència plurilingüe - CP*)			CP1, CP2, CP3
	TRANSVERSAL	**Digital** (*Competència digital - CD*)		CD1, CD2, CD3, CD4, CD5
		Entrepreneurship (*Competència emprenedora - CE*)		CE1, CE2, CE3
		Citizenship (*Competència ciutadana - CC*)		CC1, CC2, CC3, CC4, CC5
		Personal, social and learning how		CPSAA1, CPSAA2, CPSAA3, CPSAA4, CPSAA5

| | | **to learn** (*Competència personal, social i d'aprendre a aprendre - CPSAA*) | - Analysis of sociocultural aspects such as values, attitudes, beliefs, stereotypes, rules, taboos, history as well as interpersonal relationships.

- Implementation of strategies in an empathetic manner to appreciate both linguistic and cultural diversity.
- Identification of linguistic stereotypes and prejudices in class.
● **Communication**:
- Implementation of strategies to produce, comprehend and analyze texts and audiovisuals on the topic in question, as well as a joint focus on relevant aspects such as:
  ▪ Context: reflection on the degree of formality, social distance, or communicative purposes to be applied at the speaking stage.
  ▪ Discursive genre: analysis, and use of contextual models and discursive genres.
  ▪ Processes:
    1. Consolidation of self-confidence, initiative, and assertiveness.
    2. Strategies to plan, execute, control and fix comprehension, production, and critical oral participation.
    3. Autonomous use of digital tools.
    4. Autonomous use of communicative functions.
    5. Selection of learning resources and sources. | |

			6. Respect for intellectual property.
			▪ <u>Identification, analysis, and discursive use of linguistic elements</u>:
			    1. Analysis and critical implementation of conventions and conversational strategies: start, hold, and end conversations; reformulate, compare; summarize and paraphrase; cooperate, debate, etc.
			    2. Autonomous use of linguistic units and meanings associated with them.
			    3. Valuation and progressively autonomous use of both common and specialized vocabulary.
			    4. Analysis and use of sound, accent, rhythm, and intonation patterns.
			    5. Progressive autonomous implementation of orthographic conventions.
			● **Reflection on language**:
			   - Developing knowledge, skills, and attitude in order to carry out activities autonomously.
			   - Implementing strategies and techniques to respond efficiently to communicative needs.
			   - Implementing strategies to identify, organize, retain, recover, and use linguistic units in a creative manner.
			   - Using appropriate lexical and morphosyntactic structures.	

			- Systematic comparison between languages based on the second language. - Developing students' own conclusions. - Implementing strategies to prevent, detect, reject, and act towards discriminatory uses of both verbal and nonverbal language in any context.	
SPECIFIC COMPETENCES (CE)	CE 1 (**cultural and linguistic diversity**)		To describe and assess linguistic and cultural diversity based on recognition of students' languages and the plurilingual, pluricultural, and intercultural reality, in order to promote linguistic transfer, identify and reject linguistic stereotypes and prejudices, and value this diversity as a source of cultural richness.	CE 1: 1.3, 1.3
	CE 2 (**listening**)		To understand and interpret oral and multimodal texts, in the standard language, gathering the general meaning and the most relevant information, its form and content, to build knowledge, form an opinion, and expand the possibilities of enjoyment and leisure.	CE 2: 2.1, 2.2
	CE 3 (**speaking**)		To produce oral and multimodal texts with coherence, clarity, and appropriate register, following the conventions of different discursive genres, and participate in varied oral interactions, with autonomy, to express ideas, feelings, and concepts, build knowledge, and establish personal links.	CE 3: 3.1, 3.2, 3.3, 3.4
	CE 4 (**reading**)		To understand, interpret, and analyze written and multimodal texts, with a critical sense and different reading purposes, recognizing the overall meaning and the main and secondary ideas, identifying the sender's intention, reflecting on the content and form, and assessing its quality and reliability, in order to build knowledge and respond to different communicative needs and interests.	CE 4: 4.1, 4.2
	CE 5 (**writing**)		To produce written and multimodal texts with adequacy, coherence, and cohesion, applying basic strategies of	CE 5: 5.1, 5.2

		planning, writing, revising, correcting, and editing, with regulation of peers and progressively autonomous self-regulation, and following the conventions of the chosen discursive genre, to build knowledge and respond in an informed, effective, and creative way to specific communicative demands.	
	CE 6 (**checking information – reading and listening**)	To search, select, and contrast information from different sources progressively autonomously, assessing their reliability and relevance according to reading objectives and avoiding the risks of manipulation and misinformation, and integrate and transform it into knowledge, to communicate it, adopting a critical, personal, and respectful point of view towards intellectual property.	CE 6: 6.1, 6.2
	CE 8 (**interlinguistic mediation**)	To mediate between different languages, using simple strategies and knowledge to explain concepts or simplify messages, to transmit information efficiently, clearly, and responsibly.	CE 8: 8.1, 8.2
	CE 9 (**critical thinking on languages**)	To expand and use personal linguistic repertoires between different languages, reflecting critically on their functioning and becoming aware of one's own strategies and knowledge, to improve the response to specific communicative needs.	CE 9: 9.1, 9.2, 9.3
	CE 10 (**encouraging tolerance**)	To put one's own communicative practices at the service of democratic coexistence, the dialogic resolution of conflicts, and the equality of rights of all people, using a non-discriminatory language and eradicating abuses of power through words, to promote an effective, ethical, and democratic use of language.	CE 10: 10.1, 10.2

TEACHING AND LEARNING ACTIVITIES

SEQUENCING (1 session = 55 min)	MATERIALS AND RESOURCES	ACTIVITY	METHODOLOGY	ASSESSMENT TOOL	MEASURES AND SUPPORT ATTENTION TO DIVERSITY
1st session (G0 – 2nd ESO D): February 24th	- Google Classroom - Reading text (p. 50-51) from *Influence 2 student's book* (Annex 1) - DO NOW: Vocabulary 2 - Liveworksheets exercise for money-related verbs review https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Money/Vocabulary_-_Money_Verbs_nv1376739er	The **main aims** of the 1st session are: - To review and consolidate money-related vocabulary studied in the previous lesson. - To practice scanning reading. **Sub-aims**: - To work on vocabulary from the reading.	Instructions will only be given in English. **PRE-TASK** (15 min): - Students will be asked to complete a DO NOW: Vocabulary 2 (Liveworksheets) on money-related verbs for review. **TASK** (40 min) - <u>Pre-reading</u> (15 min): students will be asked to work in pairs and discuss the following questions before starting to read. After that, we will briefly discuss it as a whole class. - What do you usually spend money on? - If you want to earn money as a teenager, what can you do? - Do you ever buy or sell things online? What websites do you use? - What can you see in the pictures from the text? Do you have any of those at home? - <u>While reading</u> (25 min): students will read and listen to the article and scan the text for the questions in exercises 3, 4 and 5 (Annex 1)	**Pre-task**: the main teacher will correct each student's completed worksheet on money-related verbs. **Task**: correction with the whole group. **Post-task**: not assessed.	Throughout all the sessions, the main teacher, Dafni, will be physically in class and take care of students having a PI.
1st session (G1 – 2nd ESO C): February 24th	Same vocabulary as G0, but in G1, students will be asked to translate from Catalan/Spanish		Instructions will be given in Catalan and/or Spanish as well as in English. **PRE-TASK** (15 min): Prior to doing the DO NOW: Vocabulary 2 worksheet, students will be asked to	Same as in G0, but in G1 the sentences to be translated (L1>L2) will be	

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	into English some sentences retrieved from DO NOW: Vocabulary 2.		translate the following sentences from Catalan/Spanish into English: - *Vull vendre la bici perquè ja no l'utilitzo.* - *Ya no queda leche. Iré al supermercado a comprar.* - *No creo que vaya a ganar nunca la lotería, pero compro un número cada viernes.* - *No guanyo gaires diners, però m'encanta la meva feina.* - *¿Puedo cogerte prestado el boli? Me he dejado el mío en casa* ● Students will be asked to complete a DO NOW: Vocabulary 2 (Liveworksheets) on money-related verbs for review. **TASK** (40 min): ● Pre-reading (15 min) students will be asked to work in pairs and discuss the following questions before starting to read. After that, we will briefly discuss it as a whole class. - What do you usually spend money on? - If you want to earn money as a teenager, what can you do? - Do you ever buy or sell things online? What websites do you use? - What can you see in the pictures from the text? Do you have any of those at home? ● While reading (25 min) students will read and listen to the article and scan the text for the questions in exercises 3, 4 (Annex 1). L1>L2 translation or explanation of vocabulary in Catalan/Spanish, if necessary.	corrected with the whole group.	

			● Post-reading NO (10 min) students will be asked to do exercises 6 and 7 (Annex 1) in order to work on the highlighted vocabulary from the text. L1>L2 translation or explanation of vocabulary in Catalan/Spanish, if necessary.	

2nd session (G0 – 2nd ESO D): March 3rd	● Bamboozle to review money vocabulary https://www.bamboozle.com/game/1422539
	● Reading text (p. 50-51) from *Influence 2 student's book* (Annex 1)
	● Grammar exercises (p. 52) (Annex 2)
		The **main aim** of the 2nd session is:
		
		● To introduce a new grammar concept: quantifiers
		
		Sub-aims:
		
		● To review and consolidate money-related vocabulary.
			Instructions will only be given in English.
			
			PRE-TASK (20 min):
			● Bamboozle to practice and review money-related vocabulary. No questions/doubts will be answered or clarified if asked in Spanish or Catalan.
			
			TASK (35 min)
			● Post-reading (15 min): students will be asked to individually do exercises 6 and 7 (Annex 1) in order to work on the highlighted vocabulary from the text. Big group correction
			● Grammar (20 min)
			  - working in pairs, students will be asked to spot in the same text as many quantifiers as they possibly can. Discussion with the whole group (10 min).
			  - Adopting an inductive approach, students will be first asked to do exercise 2 (p. 52) about some basic quantifiers (*a lot of, lots of, not many, not much*). After that, an explanation will be given to clarify doubts (10 min).
				Pre-task: Bamboozle → all the answers will be given during the activity.
				
				Task: correction with the whole group.

2nd session (G1 – 2nd ESO	● Bamboozle to review money vocabulary		Instructions will be given in Catalan and/or Spanish as well as in English.	**Pre-task**: Bamboozle → all the answers will

C): March 3rd	https://www.baamboozle.com/game/1422539
	● Reading text (p. 50-51) from *Influence 2 student's book* (Annex 1)
	● Grammar exercises (p. 52) (Annex 2)
			PRE-TASK (20 min):
			● Bamboozle to practice and review money-related vocabulary. Translation of the difficult words into Catalan/Spanish.
			TASK (35 min):
			● Post-reading (15 min) students will be asked to do exercises 6 and 7 (Annex 1) in order to work on the highlighted vocabulary from the text. Big group correction.
			● Grammar (20 min)
			  - working in pairs, students will be asked to spot in the same text as many quantifiers as they possibly can. Discussion with the whole group (10 min).
			  - Adopting an inductive approach, students will be first asked to do exercise 2 (p. 52) about some basic quantifiers (*a lot of, lots of, not many, not much*). After that, an explanation will be given to clarify doubts, in Spanish/Catalan if needed (10 min).
				be given during the activity.
				
				Task: correction with the whole group.	

3rd session (G0 – 2nd ESO D): March 24th	● Activity about quantifiers (p. 35) from *Influence 2 workbook* (Annex 3) ● ChatGPT-generated reading text about money with Past Simple and Present Perfect	The **main aims** of the 3rd session are: ● To introduce a new grammar concept (Present Perfect). ● To strengthen student's reading skills	Instructions will only be given in English. **PRE-TASK** (10 min): ● In order to review quantifiers, one activity about quantifiers will be done with the whole group (Annex 3). ● Any necessary explanations for clarification will be given in English. **TASK** (30 min): ● Students will be presented with a text generated by ChatGPT on money, in which	All the activities (both from the pre-task, the task and the post-task) will be done and corrected with the whole group.	

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	(Annex 4) → posted onto their Google Classroom, with the questionnaire under the form of a Google form ● Present Perfect table (p. 76) from *Influence 2 student's book* (Annex 5)	**Sub-aims**: ● To review and consolidate quantifiers.	both Past Simple and Present Perfect are used (Annex 4) ● As a pre-reading activity, they will be asked to skim and scan difficult vocabulary from the text. The difficult words/expressions will be noted down on the whiteboard. ● After that, students will have to answer the 10 multiple choice questions about the text, and compare their answers with their partner. Correction with the whole class. **POST-TASK** (15 min) ● A new grammar concept will be introduced: Present Perfect. In order to do so, students will be encouraged to say which verb tenses can be found in the text. ● After putting it in common with the whole class, emphasis will be placed on Present Perfect: use and contrast to Past Simple.	
3ʳᵈ session (G1 – 2ⁿᵈ ESO C): March 24th	● Activity about quantifiers (p. 35) from *Influence 2 workbook* (Annex 3) ● ChatGPT-generated reading text about money with Past Simple and Present Perfect (Annex 4) → posted onto their Google Classroom, with the		Instructions will be given in Catalan and/or Spanish as well as in English. **PRE-TASK** (15 min): ● In order to review quantifiers, one activity about quantifiers will be done with the whole group (Annex 3). ● Any necessary explanations for clarification will be given in Spanish or Catalan if requested. ● Translation will be used for this exercise. **TASK** (30 min): ● Students will be presented with a text generated by ChatGPT on money, in which both Past Simple and Present Perfect are used (Annex 4)	All the activities (both from the pre-task, the task and the post-task) will be done and corrected with the whole group.

	questionnaire under the form of a Google form.		● As a pre-reading activity, they will be asked to skim and scan difficult vocabulary from the text. The difficult words/expressions will be noted down on the whiteboard. ● After that, students will have to answer the 10 multiple choice questions about the text, and compare their answers with their partner. Correction with the whole class. **POST-TASK** (15 min) ● A new grammar concept will be introduced: Present Perfect. In order to do so, students will be encouraged to say which verb tenses can be found in the text. ● After putting it in common with the whole class, emphasis will be placed on Present Perfect: use and contrast to Past Simple.		
4ᵗʰ session (G0 – 2ⁿᵈ ESO D): March 31st	● ChatGPT-generated reading text about money with Past Simple and Present Perfect (Annex 4) → posted onto their Google Classroom. ● Present Perfect table (p. 76) from *Influence 2 student's book* (Annex 5) ● Sheet on Present Perfect vs Past Simple	The **main aim** of the 4th session are: ● To introduce and review a complex grammar concept (Present Perfect). ● To contrast Present Perfect's use with Past Simple's use	Instructions will only be given in English. **PRE-TASK** (10 min): ● Going back to the text we worked on during the previous session (Annex 4), students will spot again ALL the Present Perfect examples, as well as the Past Simple ones (5 min) ● They will be asked to tell me how the Present Perfect is formed (table on p. 46 from the book → Annex 5), as well as what it is used for (5 min) - Past actions, not specifying when they happened - Actions that started in the past but continue in the present. **TASK** (30 min): ● In an inductive way, students will learn how Present Perfect is used, by doing first	All the activities (both from the pre-task, the task and the post-task) will be done and corrected with the whole group.	

	without translations (English-only version) (Annex 6)		exercise 1 from p. 76 (Annex 5). Correction with the whole class (15 min) ● Then, a thorough grammatical explanation will be given to students, using the table created by me (Annex 6). Note that the explanation will only be given in English, however hard this can be to get across a grammar concept for which resorting to students' L1 is usually very useful. (15 min) **POST-TASK** (15 min): ● After going over the theory, students will be asked to do individually exercises 2, 3 and 4, from pager 76 (Annex 5). Correction with the whole class. ● Any necessary clarifications will be given in English only.		
4ᵗʰ session (G1 – 2ⁿᵈ ESO C): March 31st	● ChatGPT-generated reading text about money with Past Simple and Present Perfect (Annex 4) → posted onto their Google Classroom. ● Present Perfect table and exercises (p. 76) from *Influence 2 student's book* (Annex 5) ● Sheet on Present Perfect vs Past Simple		Instructions will be given in Catalan and/or Spanish as well as in English. **PRE-TASK** (10 min): ● Going back to the text we worked on during the previous session (Annex 4), students will spot again ALL the Present Perfect examples, as well as the Past Simple ones (5 min) ● They will be asked to tell me how the Present Perfect is formed (table on p. 46 from the book → Annex 5), as well as what it is used for (5 min) 　- Past actions, not specifying when they happened 　- Actions that started in the past but continue in the present. **TASK** (30 min): ● In an inductive way, students will learn how Present Perfect is used, by doing first	All the activities (both from the pre-task, the task and the post-task) will be done and corrected with the whole group.	

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	with translations (Annex 7)		exercise 1 from p. 76 (Annex 5). Correction with the whole class (15 min) ● Then, a thorough grammatical explanation will be given to students, using the table created by me (Annex 6). Note that the explanation will be given not only in English, but also in Spanish/Catalan. Resorting to students' L1 is usually very useful to give direct translations, explain difficult grammar concepts or compare grammatical structures between L1 and L2. Students will have to understand, by the end of the lesson, that when we use Present Perfect with a past-present connotation (actions starting in the past which continue into the present), its equivalent in Spanish/Catalan will be with "present d'indicatiu" and not "perfet". So, "I've lived here for two months" will be "Visc aquí des de fa dos mesos" and not, as many could think, "He viscut aquí durant dos mesos". **POST-TASK** (15 min): ● After going over the theory, students will be asked to do individually exercises 2, 3 and 4, from pager 76 (Annex 5). Correction with the whole class. ● Any necessary clarifications will be given in English and in Spanish/Catalan. ● If there's any time left, 2 sentences in Catalan and 2 sentences in English will be written down on the board so students translate them into English or Catalan, respectively.		
5th session (G0 – 2nd ESO D): April 14th	● DO NOW exercise (liveworksheet	The **main aims** of the 5th session are:	Instructions will only be given in English. **PRE-TASK** (15 min):	The DO-NOW activity done at the beginning is	

	s) to practice Present Perfect vs Past Simple: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_perfect_or_past_simple/Past_Simple_vs_Present_Perfect_jm484913uc ● Speaking rubric (Annex 8)	● To review and consolidate the use of Present Perfect and its contrast with Past Simple. ● To put into practice Present Perfect and connect it with students' personal experience.	● To review the use of Present Perfect and Past Simple, students will be requested to do individually a DO NOW exercise (liveworksheets), which is self-corrected. ● It will be commented on in class. **TASK** (15 min): ● First, a question (using Present Perfect) will be written down on the board for students to talk about, in pairs: "What have you always dreams of becoming in the future?". ● In order to connect this last lesson with the unit coming after (once the main teacher resumes the normal functioning of the class), some vocabulary on "jobs" will be given to them: architect, doctor, nurse, teacher… ● This way, the members of each pair will ask each other questions about things that they've always wanted to do, of course, using Present Perfect and the job-related vocabulary previously provided. For instance: *I've wanted to become a pet ever since I was a child.* ● I will move around the class to assess and correct each pair's performance. **POST-TASK** (25 min) ● At last, each pair will go to the front of the class to enact their conversation, using Present Perfect.	self-corrected, even though it will be commented on in class with the big group. While doing the in-pair speaking activity, the teacher will move around the class to check and correct students' mistakes. Finally, the students' speaking performance will be assessed following the rubric in Annex.	
5th session (G1 – 2nd ESO C): April 14th	● DO NOW exercise (liveworksheets) to practice Present		Instructions will be given in English, as well as in Catalan/Spanish **PRE-TASK** (15 min):		

	Perfect vs Past Simple: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_perfect_or_past_simple/Past_Simple_vs_Present_Perfect_jm484913uc ● Speaking rubric (Annex 8)		● To review the use of Present Perfect and Past Simple, students will be requested to do individually a DO NOW exercise (liveworksheets), which is self-corrected. ● It will be commented on in class. **TASK** (15 min): ● First, a question (using Present Perfect) will be written down on the board for students to talk about, in pairs: "What have you always dreams of becoming in the future?". ● In order to connect this last lesson with the unit coming after (once the main teacher resumes the normal functioning of the class), some vocabulary on "jobs" will be given to them (along with the corresponding translation if necessary): architect, doctor, nurse, teacher… ● This way, the members of each pair will ask each other questions about things that they've always wanted to do, of course, using Present Perfect and the job-related vocabulary previously provided. For instance: *I've wanted to become a pet ever since I was a child.* ● I will move around the class to assess and correct each pair's performance. **POST-TASK** (25 min) ● At last, each pair will go to the front of the class to enact their conversation, using Present Perfect.		
6ᵗʰ session (G0 – 2ⁿᵈ ESO D): April 28th	- Final test (reading, vocabulary,	The **main aims** of the 6th and final session are:	● First of all, giving the instructions in English only, students will be requested to do a final test including a reading comprehension	A TEST including a reading and some	

		To separately test my groups' learning outcomes through a test including a reading, grammatical exercises and lexical exercises.	test, and some grammatical and lexical activities. After that, the objective of this TFM will be explained. Hence why they will be asked to fill out a survey in which they can express their opinion on whether it is positive or negative to use L1 in an ESL classroom.	vocabulary/lexical exercises (money, quantifiers, Present Perfect vs Past Simple) will be done by students.
grammar) (Annex 10) - Survey (Annex 9)				
6th session (G1 – 2nd ESO C): April 28th	- Final test (reading, vocabulary, grammar) (Annex 10) - Survey (Annex 9)	● To separately test my groups' learning outcomes through a test including a reading, grammatical exercises and lexical exercises. ● To have the students of both groups take a survey so that they can give their opinions on whether they would rather the English lessons were fully taught in English or combined with their L1.	● First of all, giving the instructions in English as well as in Catalan/Spanish, students will be requested to do a final test including a reading comprehension test, and some grammatical and lexical activities. ● After that, the objective of this TFM will be explained. Hence why they will be asked to fill out a survey in which they can express their opinion on whether it is positive or negative to use L1 in an ESL classroom.	It will be corrected by the teacher, because it will be part of the term's final grade, and part of the experiment of this TFM.

MONEY FOR YOUR OLD THINGS

Do you keep old toys and technology? Have you got too many games? If the answer is yes, try selling them online. You could make some money!

Most of us have got some LEGO© at home. Now, people pay a lot of money for just one piece. There's a website called www.BrickLink.com where you can sell your old LEGO© pieces. A normal piece, if it's the right colour, can sell for $200, and a red Darth Vader helmet sells for $400. There aren't many original *Star Wars* Millennium Falcon sets in the world, so one of these is worth $12,000!

'A piece of LEGO© can sell for $200'

Did you use to collect Happy Meals Toys? They're free when you buy a Happy Meal at McDonald's. Someone recently paid $360 for a set of the Minions and one Pikachu from a Japanese Happy Meal sold for $100! If you haven't got a complete set, don't worry. You can still get about $500 for a box of mixed toys.

Maybe you've got some old boxes of cereal too. There were cereals for every film character and video game in the 80s and 90s, and Nintendo cereals were especially popular. A collector recently paid $200 for a box of these cereals – and someone paid half that for an empty box!

Nowadays, people change their phone every year or two, so you've probably got one of these. It isn't worth much now, but don't throw it away. It could be valuable in the future. A 1983 Motorola recently sold for $550, and other old phones are worth the same.

So, if you want to buy new things and you haven't got enough money, go and look in your cupboard. Maybe you'll find some treasure there!

The longer read → Resource centre

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A magazine article

1 Work in pairs. Discuss the questions.

1 What do you usually spend money on?

2 Are you saving for anything at the moment? What do you want to buy?

3 What is a good way for teenagers to earn money in your country?

4 Do you ever buy or sell things online? What websites do you use?

2 Look at the pictures in the article. What can you see? Have you got any of these at home?

3 🔊 20 Read and listen to the article. Which of these does it include?

a things that you can sell online

b how much money people pay for different things

c instructions about how to sell old objects online

▶ Subskill: Scanning

When you read for information about numbers, don't read the whole article in detail. Scan the text and look for the numbers. Then read the information that relates to the numbers.

4 Find the answers to these questions. (You have one minute!)

1 What did someone buy for $360?

2 What is worth $400?

3 How much could you get for an old phone?

4 What's the most expensive object in the article?

5 How much did someone pay for an empty cereal box?

5 Are the sentences true, false or is there no information? Give reasons for your answer.

1 There is a website where you can buy and sell a type of toy.

2 You can sell any piece of LEGO® for $200.

3 Happy Meals toys from Japan are more popular than other toys.

4 You can sell recent mobile phones for a lot of money.

5 People ate a lot of cereals in the 80s and 90s.

6 Some people collect old boxes of cereal.

6 **Word work** Match the definitions to the words in bold in the text.

1 this describes something that costs a lot or is important to a person

2 a group of things of the same type

3 a type of breakfast food that we usually eat with milk

4 a person who collects a particular type of thing as a hobby

5 a collection of expensive objects, possibly made of gold or silver

6 this describes how much people will pay to buy something

7 Complete the sentences with words from exercise 6.

1 They found (…) when they opened the Egyptian pyramids

2 I usually have toast for breakfast, but I sometimes have (…).

3 My cousin is a (…) of old coins. He's got hundreds

4 My uncle has got a complete (…) of Pokémon cards.

5 These old books are probably (…) a lot of money now.

6 The most (…) things I've got are my laptop and phone.

CRITICAL THINKING

SUPER SKILLS

1 **Remember** What information in the article do you think is most surprising?

2 **Analyse** What are the advantages and disadvantages of buying things online? (Think of at least two advantages and two disadvantages.)

3 **Evaluate** In your opinion, is it better to shop online or go to a normal shop?

Research

Go online and find the price for an old game or toy that you have. What is the most expensive old game or toy you can find?

fun facts Toys are more valuable in a box, so people often buy empty boxes. A box for a Yoda toy from *Star Wars* recently sold for an incredible $1,136.

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4 Grammar

Quantifiers: *a lot of (lots of), some, any, not much/ many*

1 Read the examples. Complete the rules with quantifiers.

> A lot of people buy and sell things online these days.
> There aren't many original *Star Wars* sets.
> Maybe you've got some cereal boxes.
> Have you got any Happy Meals toys?
> Your phone isn't worth much money now.

We use **1** (…) and *lots of* to talk about a big number or quantity.

We use *not* **2** (…) and *not* **3** (…) to talk about a small number or quantity.

We use *not* **4** (…) with countable nouns and *not* **5** (…) with uncountable nouns.

We use *some* in affirmative sentences and **6** (…) in negative sentences and questions.

2 Choose the option which isn't correct.

1 I've got **lots of/some/any** old toys at home.
2 She doesn't spend **much/many/any** time shopping.
3 There aren't **many/some/a lot of** old things in my cupboard.
4 I don't get **many/much/a lot of** pocket money.
5 Do you buy **any/lots of/much** clothes online?

too much/many, (not) enough

3 Read the examples. Answer the questions.

> Someone paid $1,136 for an empty box. That's too much money!
> Have you got too many old toys?
> You haven't got enough money to buy something.
> You've got enough games. You don't need more!

Which quantifiers mean … ?

1 more than necessary
2 less than we want
3 the right amount or number

4 Match 1–3 to a–c to make rules.

1 After *too much*, we use
2 After *too many*, we use
3 After *(not) enough*, we use

a both countable and uncountable nouns.
b an uncountable noun.
c a countable noun.

5 Complete the sentences with *too much/many* or *enough*.

1 You can't buy those expensive jeans. You haven't got (…) money.
2 There are (…) people on the bus. You can't sit down.
3 People eat (…) fast food. It's so unhealthy!
4 There are 25 people and we've only got 20 chairs. There aren't (…) chairs!
5 The film starts in 20 minutes. We've got (…) time to buy popcorn.

6 Choose the correct option.

NEW-STYLE SHOPS

1 A lot of/Much people now choose to shop online. When customers go to shops, they don't spend **2 much/many** time there, and shops are closing because they don't make **3 enough/many** money.

4 Some/Any shops are looking for new ways to find customers. One sports shop in London has a skate park. Customers don't need to spend **5 enough/any** money to use it, but they often buy new trainers while they're there.

There aren't **6 much/many** shops like this, but Toms, the shoe company, has comfortable chairs, free WiFi and a café. Now, it's easy to spend **7 too much/enough** time and money in the shop!

7 Answer the question to solve the Brain teaser.

BRAIN TEASER

Adam and Ben go shopping. Adam has got €20 and Ben has got €50. Adam buys two T-shirts and spends €9.20. Ben buys five of the same T-shirts and a sweater. The sweater costs €20. The friends then go for lunch. A sandwich is €4 and Ben offers to pay for them both.

Has Ben got enough money?

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4 ☆☆☆ **Complete the text with the words in the box. There are two extra words.**

enough	~~lots~~	many	much
not	of	some	too

1 ___*Lots*___ **of us dream of earning millions. Here are 2** _____ **young people who achieved their dream.**

While Farrah Gray was growing up in Chicago, there was never **3** _____ money so at six he began selling things. When he was 14, he became the youngest self-made millionaire who wasn't an actor or musician.

When Jason O'Neill was nine years old, he knew that there were too **4** _____ kids who found school boring and difficult. He wanted to help them. He created and sold 'Pencil Bugs'; insects for the top of pencils in lots **5** _____ different colours.

Do teenagers spend too **6** _____ time on their computers? Well, at 12, Noa Mintz was using her computer to look for ways to start her own business, 'Nannies by Noa', a company which finds people to look after children. It's now very successful.

ANNEX 4: *ChatGPT-generated reading, based upon the following instructions:* Create a text of around 300 words, aimed for 14-year-old students in an English as a foreign language class (A2.2 level), somehow related to money, in which Present Perfect and Past Simple tenses are both used.

Money is an essential part of our lives. It's important to learn how to manage it and use it wisely. In the past, people used to trade goods for other goods, but today, we use money to buy everything we need.

Have you ever received money as a gift? Perhaps for your birthday or for doing well in school? If so, what did you spend it on? I remember when I was your age, I received some money from my grandparents, and I used it to buy a new bike. It was a great feeling to have something that I had worked hard for.

In the present, it's important to save money for the future. If you save a little bit each week, it can add up to a lot over time. I have been saving money for a long time now, and it has helped me to achieve some of my goals. For example, last year, I saved enough money to go on a trip to Paris with my friends. It was an amazing experience, and I wouldn't have been able to go if I hadn't saved up.

However, it's also important to spend money on things that make you happy. In the past, I used to save all my money and never spend it on anything fun. But then, I realized that life is short, and it's important to enjoy it while you can. So now, I try to find a balance between saving and spending. For example, I might save some money for a trip, but I'll also buy myself a small treat once in a while, like a new book or a coffee with a friend.

In conclusion, money is a tool that we use to improve our lives. It's important to learn how to manage it effectively, so we can achieve our goals and enjoy our lives. By saving a little bit each week, we can make our dreams a reality. And by spending money on things that make us happy, we can create a life that we love.

Questions:
1. What is the main idea of the text?
A) The importance of saving money
B) The history of money
C) How to manage money effectively
D) The benefits of spending money

2. What did the author use their birthday money for when they were young?
A) To buy a new bike
B) To save for the future
C) To buy a new book
D) To go on a trip to Paris

3. Why is it important to save money for the future?
A) To buy things that make us happy
B) To achieve our goals
C) To trade goods for other goods
D) To enjoy life while we can

4. What did the author save money for last year?
A) A new bike

B) A trip to Paris
C) A coffee with a friend
D) A small treat once in a while

5. What did the author realize about saving and spending money?
A) It's important to find a balance between the two
B) It's better to save all your money and never spend it
C) It's important to spend all your money on things that make you happy
D) It's not important to save money for the future

6. What does the author suggest about saving money?
A) Save as much as you can every week
B) Save a little bit each week
C) Don't save any money at all
D) Save all your money for a big purchase

7. What is the author's opinion on spending money on things that make us happy?
A) It's not important
B) It's more important than saving money
C) It's equally important as saving money
D) It's only important if you have a lot of money

8. What can happen if you save a little bit of money each week?
A) You can make your dreams a reality
B) You can buy everything you need
C) You can trade goods for other goods
D) You can enjoy life while you can

9. What did the author do with their saved money last year?
A) Bought a new bike
B) Saved it for the future
C) Went on a trip to Paris
D) Bought a coffee with a friend

10. What is the author's overall message about money?
A) It's not important
B) It's important to save all your money
C) It's important to find a balance between saving and spending
D) It's important to spend all your money on things that make you happy

Correct answers:
1. C
2. A
3. B
4. B
5. A
6. B
7. C
8. A
9. C
10. C

Present perfect: affirmative and negative

1 Read the sentences in the table. Answer the questions.

Subject	*have*	Past participle
I/you/we/they	have	met a lot of celebrities.
	haven't	acted in a West End play.
he/she/it	has	taken dance classes.
	hasn't	written all the stories.

1 Are the sentences about things in the past or now?
2 Do we know exactly when these things happened?
3 How do we make the present perfect in the affirmative? How do we make it in the negative?
4 Which past participle in the table is regular? How do we make the past participle of regular verbs?

2 Complete the sentences with the affirmative or negative of *have* and regular past participles.
1 She (…) **(visit)** cities all over the world.
2 I (…) **(not try)** zip lining.
3 They (…) **(play)** baseball.
4 He (…) **(not stay)** in a big hotel.
5 We (…) **(travel)** to another continent.

3 Look at the irregular verbs on pp134–135. Write the past participles of these irregular verbs.

be	do	eat	fly	give	have	make	meet
see	sing	sleep	swim	take	write		

be – been   do – done

4 Write the sentences in the present perfect.
1 I / not eat / Thai food
2 My friends / swim / in the sea
3 My cousin / not take / any dance classes
4 We / not write / a book
5 My aunt / do / a bungee jump
6 I / not meet / anyone famous

been and gone
Go has two past participles, *been* and *gone*.
Donna has gone to a concert. (She's there now.)
I've been to Scotland twice. (I'm not there now.)

5 Write two sentences that are true for you and two that are false. Use the words in the box.

| fly a kite | go to a live concert | play laser tag |
| travel by plane | try zip lining | write a song |

6 💬 Work in pairs. Guess which of your partner's sentences from exercise 5 are true and which are false.

I've played laser tag.

I think that's true.

No, it's false, but I'd love to try it.

7 Complete the article with the present perfect of the verbs in the box.

| do | eat | go | not drink | not spend |
| not try | swim | take | | |

Famous adventurers

You'd be surprised how many famous people like doing unusual things. Both Katy Perry and Justin Bieber 1 (…) a bungee jump in New Zealand. Taylor Swift 2 (…) a selfie with a kangaroo, and Rihanna 3 (…) with sharks. Orlando Bloom 4 (…) all his time making films, he 5 (…) to Antarctica and tried snowboarding there too!
Salma Hayek 6 (…) all kinds of insects – , she loves them! (I know they're on the menu in some countries, but I 7 (…) them!)

8 Answer the question to solve the Brain teaser.

BRAIN TEASER

Annie, Hugo, Ari and Maya live in New York. They have each visited one city – Tokyo, London, Los Angeles or Paris. Read the clues.
Annie hasn't been to Japan.
Hugo has travelled to Europe.
Ari has never visited a different country.
Annie has seen the Eiffel Tower.
Maya has tried sushi where it's a typical dish.
Which cities have they each visited?

ANNEX 6: *Sheet on Present Perfect vs Past Simple without translations (English-only version)*

PAST SIMPLE	PRESENT PERFECT (have/has + past participle of another verb)	
Past connotation	*Past connotation*	*Past-present connotation*
- Completed actions in the past, specifying WHEN they happened (or it's obvious) - I *went* to play tennis *last evening*. - I was born in Barcelona. - For a succession of past actions - I played tennis with him, then we went for dinner and finally, he drove me home. - Past habit (= action verbs) → "used to + V" - I smoked a lot when I was younger. = I used to smoke a lot → "would + V": only used with action verbs, especially when saying how often and/or when the habit happened. - I smoked a lot when I was younger. = I would smoke a lot when I was younger. - Past states (with state verbs: like, love, prefer, hate, be, have…) - I liked going to concerts before. = I used to like going to concerts before	- For completed past actions, but we don't specify when they happened. - I have *just* bought some beautiful trousers. - Past experience in general. - I've been to the USA three times. - I went to the USA last year. (PAST SIMPLE → we say when) - already (for actions that happened early than expected) / not yet (still not) - I've already cleaned my room. - I haven't cleaned my room yet. - ever (in questions→ sometime in the past) / never - Have you ever played football. - I have never played football. - Past actions with an effect on the present - I've broken my leg. That's why I can't walk.	- For actions that started in the past but continue in the present - I have worked as a dentist **for** 5 years (= starting 5 years ago and continuing today) - I have worked as a dentist **since** 2016. (= starting in 2016 and continuing today) **PRESENT PERFECT CONTINUOUS (have/has been + doing)** - For actions that started in the past but continue in the present, and we want to emphasize the duration of the action. - I have been working as a dentist **for** 5 years (*Five years ago I started working as a dentist and I still work as a dentist*) - I have been working as a dentist **since** 2016. (*I started working as a dentist in 2016 and I still work as a dentist*).

ANNEX 7: *Sheet on Present Perfect vs Past Simple with translations*

PAST SIMPLE	PRESENT PERFECT (have/has + past participle of another verb)	
"hice"	*Past connotation "he hecho"*	*Past-present connotation "hago"*
- Completed actions in the past, specifying WHEN they happened (or it's obvious) - I *went* to play tennis *last evening*. - I was born in Barcelona. - For a succession of past actions - I played tennis with him, then we went for dinner and finally, he drove me home. - Past habit (= action verbs) → "used to + V" - I smoked a lot when I was younger. = I used to smoke a lot → "would + V": only used with action verbs, especially when saying how often and/or when the habit happened. - I smoked a lot when I was younger. = I would smoke a lot when I was younger. - Past states (with state verbs: like, love, prefer, hate, be, have…) - I liked going to concerts before. = I used to like going to concerts before	- For completed past actions, but we don't specify when they happened. - I have *just* bought some beautiful trousers. - Past experience in general. - I've been to the USA three times. - I went to the USA last year. (PAST SIMPLE → we say when) - already (=ya) / not yet (aún no) - I've already cleaned my room. - I haven't cleaned my room yet. - ever (= preguntas → alguna vez) / never - Have you ever played football. - I have never played football. - Past actions with an effect on the present - I've broken my leg. That's why I can't walk.	- For actions that started in the past but continue in the present - I have worked as a dentist **for** 5 years (= desde hace) - I have worked as a dentist **since** 2016. (= desde) **PRESENT PERFECT CONTINUOUS (have/has been + doing)** - For actions that started in the past but continue in the present, and we want to emphasize the duration of the action. - I have been working as a dentist **for** 5 years (Llevo trabajando como dentista desde hace 5 años) - I have been working as a dentist **since** 2016. (Llevo trabajando como dentista desde hace 5 años)

ANNEX 8: *Speaking rubric generated with the aid of ChatGPT*

Criteria	5 (Excellent)	4 (Good)	3 (Borderline)	2 (Poor)	1 (Very Poor)
FLUENCY	Speaks fluently with very few pauses, fillers, or interruptions. The speaker is able to convey ideas with ease and confidence.	Speaks fairly fluently, with some minor pauses, fillers, or interruptions. The speaker is able to convey most ideas with clarity and confidence.	Speaks with some hesitation, pauses, fillers, or interruptions, but is able to convey most ideas with some clarity and confidence.	Speaks with noticeable hesitation, pauses, fillers, or interruptions, making it difficult to understand the speaker's intended message.	Frequent hesitations, pauses, fillers, and interruptions make it difficult to understand the speaker's intended message.
ACCURACY	Speaks with very high accuracy, using correct grammar, vocabulary, and pronunciation.	Speaks with mostly correct grammar, vocabulary, and pronunciation, with only minor errors.	Speaks with some errors in grammar, vocabulary, or pronunciation, but is generally understandable.	Speaks with frequent errors in grammar, vocabulary, or pronunciation, making it difficult to understand the intended message.	Speaks with very poor accuracy, with numerous errors in grammar, vocabulary, and pronunciation.
COMPLEXITY	Uses a wide range of vocabulary and grammar structures appropriately, with a high level of fluency and accuracy.	Uses a good range of vocabulary and grammar structures appropriately, with some fluency and accuracy.	Uses a limited range of vocabulary and grammar structures, with some errors or hesitation.	Uses a very limited range of vocabulary and grammar structures, with frequent errors and hesitation.	Uses a very limited range of vocabulary and grammar structures, with little or no accuracy, fluency or complexity.

ANNEX 9: Survey to be filled out by the students of both the experimental group (G1) and the control group (G0) after the 5 sessions of class

Respon a les preguntes següents amb total sinceritat:

1. **Preferiries que el professor d'anglès parlés sempre en anglès o que utilitzés també el català i/o el castellà?**
   a) **Només anglès.**
   b) **També català i/o castellà.**

2. **Per què?**

3. **Creeus que el fet que s'utilitzi la teva llengua materna a la classe d'anglès et facilita o et podria facilitar en algun sentit la comprensió de la classe (pel que fa a les instruccions de les tasques, explicacions sobre conceptes gramaticals, etc.)?**

4. **En la teva opinió, quins serien els <u>avantatges</u> que el <u>professor utilitzés puntualment el català/castellà</u> en la classe d'anglès?**

5. **En la teva opinió, quins serien els <u>desavantatges</u> que <u>el professor utilitzés puntualment el català/castellà</u> en la classe d'anglès?**

6. En la teva opinió, quins serien els <u>avantatges</u> que <u>el professor utilitzés únicament i exclusivament l'anglès</u> en la classe d'anglès?

7. En la teva opinió, quins serien els <u>desavantatges</u> que <u>el professor utilitzés únicament i exclusivament l'anglès</u> en la classe d'anglès?

<u>READING (</u>   /10)

Twee.com-generated text after having written the following instructions: *Write a text, in the form of an anecdote, in which the narrator writes in 1st person of singular, about something that happened to him or her, regarding money.*

1. **Read the following text and then answer the questions:**

I remember the time when I was in college and I needed some extra cash. My parents had always given me a small amount of pocket money, but it wasn't enough to cover my expenses. So, I decided to ask my friend if he could lend me   some   money.

At first, I felt a bit awkward asking for money, but my friend was very understanding and agreed to lend me what I needed.   I   promised   to   pay   him   back   as   soon   as   possible.

However, things didn't go as planned. A few weeks later, I found out that I needed even more money than I had originally borrowed. I felt bad about asking my friend again, so I decided to borrow from someone else.

I went to the ATM to withdraw some cash, but to my surprise, my credit card didn't work. I panicked and realized that I had reached my limit without even realizing it. I had no choice but to ask my friend for help once again.

This time, I was embarrassed and felt like I was taking advantage of his kindness. But my friend reassured me that it was   okay   and   lent   me   the   money   once   again.

From that experience, I learned the importance of managing my finances properly and not relying too much on borrowing money. I made sure to pay my friend back as soon as possible and have been more careful with my spending ever   since.

Looking back, I'm grateful for my friend's generosity and understanding. It taught me a valuable lesson about money and the importance of being responsible with it.

Questions:

1. Why did the author need extra cash?

A) To buy a new car
B) To cover college expenses
C) To go on vacation

D) To pay off credit card debt

2. Who did the author ask for money?

A) A family member

B) A friend

C) A bank

D) A stranger

3. What happened when the author realized they needed more money?

A) They borrowed from someone else

B) They decided not to borrow any more money

C) They started working a part-time job

D) They stopped spending money altogether

4. Why did the author feel embarrassed the second time they asked for money?

A) They had already borrowed from their friend once before

B) They didn't want to pay their friend back

C) They had lost their job

D) They had spent all their money on unnecessary things

5. What did the author learn from the experience?

A) The importance of managing finances properly

B) The importance of borrowing money

C) The importance of spending money quickly

D) The importance of never asking for help

VOCABULARY (/10)

Retrieved from book: Holley, G., & Pickering, K. (2017). Influence 2 Workbook. Pearson Education Limited. (p. 41)

   2.   Complete the sentences with one of the words in each pair

Borrow / lend

- **Can I _____ some cash?**
- **Can you _____ some cash?**

Sell / buy

- **Jack would like to _____ his bicycle because it's too small.**
- **Do you want to _____ Jack's bike and give it to your little sister?**

Win / earn

- **My sisters sing amazingly. They often _____ competitions.**
- **They want to be famous singers and _____ a lot of money.**

Spend / save

- **Don't waste your money. Why don't you _____ it and buy something you need?**
- **You often _____ your money on us. It's our turn to pay for you!**

Cost / swap

- **I think your green pen is nicer and you prefer mine. Why don't we _____?**
- **Those trainers are too expensive. They _____ $120.**

GRAMMAR (/10)

1. **Fill the gaps with Past Simple or Present Perfect. Use the verbs in brackets.**

- Ouch! I can't walk! I think I _____ (just / break) my foot.
- George and Katy _____ (not do) the shopping last Saturday.
- Sorry, Ms. Coughlan, I _____ (not finish) my homework yet.

- Helen _____ (not swim) for a while as she _____ her arm in a basketball match last month.
- I_____(live) in the same village since I _____ (be born). I love this place.
- David _____ (just/come back) from work and he is too tired to prepare something to eat.
- Betty isn't hungry now because she _____ (have) some chocolate biscuits an hour ago.
- What time _____ (you / get up) this morning?
- _____ you _____ (ever / live) in a foreign country, Robert?
- I _____ (buy) a new pair of jeans last week, but _____ (still / not wear) them.

ANNEX 11: *Observation tables*

	LESSON 1: February 24th	
Dimension	**G0 (control group) 2n D**	**G1 (experimental group) 2n C**
Attitudinal	*Students looked nervous and uncomfortable when they realized the entire class was taught in English.* *Some of them even looked really frustrated and annoyed and they didn't want to complete the tasks.* *Students with a lower level of English often ended up talking in Spanish/Catalan all the time and begging the teacher to talk to them in their mother tongue too, or trying to get some help from the main teacher. They also disconnected after some minutes since they could not understand everything.* *Advanced students' participation was high and they didn't show any resistance.* *In my opinion, some of the reactions were due to the fact that it was Carlos' first day with them.*	*Class participation was relatively high thanks to the fact that students were allowed to use their L1.* *Some of them felt confident that they could ask the teacher to explain or clarify concepts.* *They tended to pay close attention because they understood everything, including the grammar, vocabulary and the teacher's instructions.* *Some students seemed uncomfortable and they didn't try to participate or complete the tasks, but some of these reactions were due to the fact that it was Carlos' first day with them.*
Use of language	*Even though students' L1 was not used by the teacher at any time, low-performing students would not stop asking questions in Catalan/Spanish, especially for clarification or translation.* *When communicating with their mates, many students used Catalan/Spanish instead of English.* *During the discussion activity, many students used one-word sentences to answer questions and only high-performing*	*The teacher never discouraged students from using their L1 to ask for clarifications or translations. The use of students' L1 was pretty common and students felt thankful for it.* *Allowing students the opportunity to participate in their L1 made them feel comfortable and many of them wanted to participate and give their opinion in the discussion task. In addition, some of the high-performing students even tried to structure complete sentences in English.*

	students felt comfortable answering exclusively in English with complete sentences.	
Procedural	*Due to the students' low proficiency in English, the teacher had to make an effort to stick to English and he was forced to repeat directions twice or thrice.*	*The fact that both L1 and L2 were allowed genuinely made the functioning of the class much easier. Instructions, praising, disciplining and translation, among others, were aspects in which students' L1 was used and this obviously helped them through the class.*
Evaluative	*An interactive and self-assessed worksheet on money was done by students. The fact that English was the only language permitted in class made them have a lot of doubts on vocabulary. They had some trouble understanding English definitions and some of them begged for a direct translation L2 to L1.*	*An interactive and self-assessed worksheet on money was done by students. Students were allowed to ask questions in their L1, which helped them carry out the activities in a successful way.*

	LESSON 2: March 3rd	
Dimension	**G0 (control group) 2n D**	**G1 (experimental group) 2n C**
Attitudinal	*The students' attitude did not change and they looked uncomfortable throughout the whole class. Moreover, some of them did not even try to pay attention at all. The teacher was constantly interrupted and he had to ask for silence many times.*	*The student's attitude changed in comparison to the first session. Some of them seemed comfortable and ready enough to participate and learn in comparison to the first session with the teacher.*
Use of language	*Many students refused to use L2 even though the teacher was asking them to communicate through the English language. Some students also felt irritated about the fact*	*The teacher never discouraged students from using their L1 to ask for clarifications or translations. The use of students' L1 was pretty common and students felt thankful for it.*

	that the teacher wasn't making clarifications if they asked for doubts in Catalan or Spanish.	
Procedural	*The teacher was forced to do many clarifications in English because students were constantly trying to make him use L1.*	*The teacher didn't have many difficulties to carry on with the session, he encouraged students to participate and ask questions in L1 or L2.*
Evaluative	*Students had to play bamboozle to review vocabulary. They also had to finish some reading tasks.*	*Students had to play bamboozle to review vocabulary. They also had to finish some reading tasks.*

	LESSON 3: March 24th	
Dimension	**G0 (control group) 2n D**	**G1 (experimental group) 2n C**
Attitudinal	*In contrast to previous sessions, most students seemed to understand instructions and some of them even answered the teacher's questions and interacted in English.* *Students showed a rather positive attitude towards using English.*	*Although the occasional use of students' L1 made it easier for them to understand the instructions and the grammar explanations, students were overexcited and it took a while to get down to work.* *Be that as it may, they felt relieved that they could resort to Spanish or Catalan to ask for clarifications*
Use of language	*Some students still preferred using their mother tongue. However, some interacted in English with the teacher and even with classmates. Still, when they needed help from the teacher some of them insisted on using their mother tongue. Teacher's clarifications were given in English, irrespective of the language students made use of.*	*As students were conscious of the dynamics of the two previous lessons, they were not afraid to ask for clarifications in their L1.* *With or without students' requests, direct translations were given for difficult words from the text, which facilitated understanding (and saved a lot of time).* *Some students had no trouble using English to ask or answer questions, while the ones with a lower level didn't hesitate to resort to their L1 for the same purposes.* *In the end, the students who has the greatest benefit from the allowed use of Spanish/Catalan were the lower achievers.*

Procedural	*The teacher explained the lesson plan during the first five minutes. Then they got ready to do the activities and prepared the materials they needed. Quantifiers were reviewed briefly and students worked on an activity in pairs. Then it was corrected and grammar was reviewed again thoroughly.*	*The teacher explained the lesson plan during the first five minutes. Then they got ready to do the activities and prepared the materials they needed. Quantifiers were reviewed briefly and students worked on an activity in pairs. Then it was corrected and grammar was reviewed again thoroughly, with a mixture of English and Catalan/Spanish (especially for translations and explanation of concepts which might cause difficulties).*
	Once the first activity was finished a "reading comprehension" activity was introduced. First students read the text and look for words they didn't understand and got a general idea of the text. After that a list of "difficult" words was written on the board. Meanings were discussed. It was hard for students to fully understand the meaning of certain words, as only English was used. Some of them asked the teacher to give a direct translation.	*Once the first activity was finished a "reading comprehension" activity was introduced. First, students read the text and look for words they didn't understand and got a general idea of the text. After that a list of "difficult" words was written on the board. Meanings were discussed. Some of them asked the teacher to give a direct translation, and that's what he did. This facilitated the full understanding of the meaning and the nuances of hard vocabulary.*
	Students read the text. Sometimes they needed further explanations. After that they answered an online questionnaire and the teacher got the results.	*Students read the text. Sometimes they needed further explanations. After that they answered an online questionnaire and the teacher got the results.*
	Then they looked for different tenses in the text. This was an introductory activity for the following session.	*Then they looked for different tenses in the text. This was an introductory activity for the following session.*
Evaluative	*Students had a clear idea of quantifiers so they were able and capable of completing the first activity successfully.*	*Students had a clear idea of quantifiers so they were able and capable of completing the first activity successfully.*
	Students read a text and answered an online questionnaire. It was corrected instantly and students knew their results once they had finished.	*Students read a text and answered an online questionnaire. It was corrected instantly and students knew their results once they had finished.*

	LESSON 4: March 31st	
Dimension	**G0 (control group) 2n D**	**G1 (experimental group) 2n C**
Attitudinal	*As a group, the students' attitude, as in the previous lesson, improved, compared to the sessions that had come before. However, there was still a large group of students who were reluctant to use English in class. Consequently, they insisted on talking in Spanish and/or Catalan and tried indefatigably to make the teacher reply in their L1 as well.*	*The students showed a great deal of gratitude when the teacher resorted to Spanish and Catalan to explain a complex grammatical concept (Present Perfect vs Past Simple) that might have been difficult for them to understand otherwise.*
Use of language	*Here again, a considerably large group of students refused to use L2, even when the teacher was repeatedly asking them to communicate in English only. However, as they had understood, thanks to the dynamics of the previous classes, that no language other than English would be used, many of them ended up asking questions in English and stopped asking for clarifications in their L1.*	*As in the previous lessons, the teacher never discouraged students from using their L1 to ask for clarifications or translations. The use of students' L1 was pretty common and students felt thankful for it. Actually, resorting to Spanish and Catalan turned out extremely useful during this class, especially when having to explain a complex grammatical concept (Present Perfect) which causes a great deal of confusion among students, because its use is not exactly the same as its Spanish/Catalan natural equivalent.*
Procedural	*The teacher had to do a lot of clarifications in English because the aforementioned group of students was constantly trying to make him use L1.*	*The teacher did not have many difficulties to carry on with the session, he encouraged students to participate and ask questions in L1 or L2. L1>L2 translation was used to ensure a full understanding of Present Perfect.*
Evaluative	*Exercises on Present Perfect and Past Simple were done and corrected in class, with the whole group.*	*Exercises on Present Perfect and Past Simple were done and corrected in class, with the whole group.*

	LESSON 6: April 14th	
Dimension	**G0 (control group) 2n D**	**G1 (experimental group) 2n C**
Attitudinal	*Students came back from break and it was a bit difficult to start the class, but after some minutes they relaxed and started working. There was still a large group of students who were reluctant to use English in class.*	*Students were on task, participating and paying attention to everything the teacher was saying. Students were fully prepared for the class and took notes without being told to do so.*
Use of language	*A considerably large group of students still refused to use L2. When they were asked to make sentences in English they refused to talk or participate in the activities and they seemed really uncomfortable. Only advanced level students were comfortable enough to use L2 during the whole class.*	*As in the previous lessons, the teacher never discouraged students from using their L1 to ask for clarifications or translations. The use of students' L1 was pretty common and students felt thankful for it. Actually, allowing them to use both English and Catalan made them participate actively and some of them were even trying to correctly pronounce words and make sentences in L2.*
Procedural	*The teacher had to do a lot of clarifications in English. Some students, those with a lower level of English, were frequently interrupting the class and the teacher was forced to stop the explanations and activities to ask for attention.*	*The teacher did not have many difficulties to carry on with the session, he encouraged students to participate and ask questions in L1 or L2.*
Evaluative	*Exercises on Present Perfect and Past Simple were done and corrected in class, with the whole group.*	*Exercises on Present Perfect and Past Simple were done and corrected in class, with the whole group.*

ANSWER KEY

ENGLISH EXAM

2nd of ESO C   /   2nd of ESO D

READING (/10)

1.   Read the following text and then answer the questions:

I remember the time when I was in college and I needed some extra cash. My parents had always given me a small amount of pocket money, but it wasn't enough to cover my expenses. So, I decided to ask my friend if he could lend me some money.

At first, I felt a bit awkward asking for money, but my friend was very understanding and agreed to lend me what I needed. I promised to pay him back as soon as possible.

However, things didn't go as planned. A few weeks later, I found out that I needed even more money than I had originally borrowed. I felt bad about asking my friend again, so I decided to borrow   from   someone   else.

I went to the ATM to withdraw some cash, but to my surprise, my credit card didn't work. I panicked and realized that I had reached my limit without even realizing it. I had no choice but to   ask   my   friend   for   help   once   again.

This time, I was embarrassed and felt like I was taking advantage of his kindness. But my friend reassured   me   that   it   was   okay   and   lent   me   the   money   once   again.

From that experience, I learned the importance of managing my finances properly and not relying too much on borrowing money. I made sure to pay my friend back as soon as possible and   have   been   more   careful   with   my   spending   ever   since.

Looking back, I'm grateful for my friend's generosity and understanding. It taught me a valuable lesson about money and the importance of being responsible with it.

1. Why did the author need extra cash?

A) To buy a new car
B) To cover college expenses
C) To go on vacation   .
D) To pay off credit card debt

2. Who did the author ask for money?

A) A family member
B) A friend
C) A bank
D) A stranger

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3. What happened when the author realized they needed more money?

A) They borrowed from someone else
B) They decided not to borrow any more money
C) They started working a part-time job
D) They stopped spending money altogether

4. Why did the author feel embarrassed the second time they asked for money?

A) They had already borrowed from their friend once before
B) They didn't want to pay their friend back
C) They had lost their job
D) They had spent all their money on unnecessary things

5. What did the author learn from the experience?

A) The importance of managing finances properly
B) The importance of borrowing money
C) The importance of spending money quickly
D) The importance of never asking for help

VOCABULARY (/10)

2. **Complete the sentences with one of the words in each pair.**

Borrow / lend

- Can I _borrow_ some cash?
- Can you _lend_ some cash?

Sell / buy

- Jack would like to _sell_ his bicycle because it's too small.
- Do you want to _buy_ Jack's bike and give it to your little sister?

Win / earn

- My sisters sing amazingly. They often _win_ competitions.
- They want to be famous singers and _earn_ a lot of money.

Spend / save

- Don't waste your money. Why don't you _save_ it and buy something you need?
- You often _spend_ your money on us. It's our turn to pay for you!

Cost / swap

- I think your green pen is nicer and you prefer mine. Why don't we _swap_?
- Those trainers are too expensive. They _cost_ $120.

GRAMMAR (/10)

1. **Fill the gaps with Past Simple or Present Perfect. Use the verbs in brackets.**

- Ouch! I can't walk! I think I _have just broken_ (just / break) my foot.
- George and Katy _didn't do_ (not do) the shopping last Saturday.
- Sorry, Ms. Coughlan, I _haven't finished_ (not finish) my homework yet.
- Helen _hasn't swum_ (not swim) for a while as she _broke_ her arm in a basketball match last month.
- I _have lived / have been living_ (live) in the same village since I _was born_ (be born). I love this place.
- David _has just come back_ (just/come back) from work and he is too tired to prepare something to eat.
- Betty isn't hungry now because she _had_ (have) some chocolate biscuits an hour ago.
- What time _did you get up_ (you / get up) this morning?
- _Have_ you _ever lived_ (ever / live) in a foreign country, Robert?
- I _bought_ (buy) a new pair of jeans last week, but _I still haven't worn_ (still / not wear) them.

ENGLISH EXAM

2nd of ESO C / 2nd of ESO D

26.5 / 30 = 8.8

READING (10/10)

1. **Read the following text and then answer the questions:**

I remember the time when I was in college and I needed some extra cash. My parents had always given me a small amount of pocket money, but it wasn't enough to cover my expenses. So, I decided to ask my friend if he could lend me some money.

At first, I felt a bit awkward asking for money, but my friend was very understanding and agreed to lend me what I needed. I promised to pay him back as soon as possible.

However, things didn't go as planned. A few weeks later, I found out that I needed even more money than I had originally borrowed. I felt bad about asking my friend again, so I decided to borrow from someone else.

I went to the ATM to withdraw some cash, but to my surprise, my credit card didn't work. I panicked and realized that I had reached my limit without even realizing it. I had no choice but to ask my friend for help once again.

This time, I was embarrassed and felt like I was taking advantage of his kindness. But my friend reassured me that it was okay and lent me the money once again.

From that experience, I learned the importance of managing my finances properly and not relying too much on borrowing money. I made sure to pay my friend back as soon as possible and have been more careful with my spending ever since.

Looking back, I'm grateful for my friend's generosity and understanding. It taught me a valuable lesson about money and the importance of being responsible with it.

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A) To buy a new car
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D) To pay off credit card debt

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A) A family member
B) A friend
C) A bank
D) A stranger

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4. Why did the author feel embarrassed the second time they asked for money?

A) They had already borrowed from their friend once before
B) They didn't want to pay their friend back
C) They had lost their job
D) They had spent all their money on unnecessary things

5. What did the author learn from the experience?

A) The importance of managing finances properly
B) The importance of borrowing money
C) The importance of spending money quickly
D) The importance of never asking for help

VOCABULARY (10/10)

2. **Complete the sentences with one of the words in each pair.**

Borrow / lend

- Can I ___Borrow___ some cash?
- Can you ___lend___ some cash?

Sell / buy

- Jack would like to ___sell___ his bicycle because it's too small.
- Do you want to ___buy___ Jack's bike and give it to your little sister?

Win / earn

- My sisters sing amazingly. They often ___win___ competitions.
- They want to be famous singers and ___earn___ a lot of money.

Spend / save

- Don't waste your money. Why don't you ___save___ it and buy something you need?
- You often ___spend___ your money on us. It's our turn to pay for you!

Cost / swap

- I think your green pen is nicer and you prefer mine. Why don't we ___swap___?
- Those trainers are too expensive. They ___cost___ $120.

GRAMMAR (6.5/10)

1. **Fill the gaps with Past Simple or Present Perfect. Use the verbs in brackets.**

- Ouch! I can't walk! I think I ___have broken___ (just / break) my foot. *just*
- George and Katy ___didn't do___ (not do) the shopping last Saturday.
- Sorry, Ms. Coughlan, I ___haven't finished___ (not finish) my homework yet.
- Helen ___didn't swim___ *haven't swum* (not swim) for a while as she ___broke___ her arm in a basketball match last month.
- I ___have lived___ (live) in the same village since I ___have been born___ *was born* (be born). I love this place.
- David ___has just come back___ (just/come back) from work and he is too tired to prepare something to eat.
- Betty isn't hungry now because she ___had___ (have) some chocolate biscuits an hour ago.
- What time ___did you get up___ (you / get up) this morning?
- ___Have___ you ___ever lived___ (ever / live) in a foreign country, Robert?
- I ___bought___ (buy) a new pair of jeans last week, but ___have still didn't wear___ (still / not wear) them. *still*

I still haven't worn

ENGLISH EXAM

2nd of ESO C / 2nd of ESO D

READING (¹⁰/10)

1.- Read the following text and then answer the questions:

I remember the time when I was in college and I needed some extra cash. My parents had always given me a small amount of pocket money, but it wasn't enough to cover my expenses. So, I decided to ask my friend if he could lend me some money.

At first, I felt a bit awkward asking for money, but my friend was very understanding and agreed to lend me what I needed. I promised to pay him back as soon as possible.

However, things didn't go as planned. A few weeks later, I found out that I needed even more money than I had originally borrowed. I felt bad about asking my friend again, so I decided to borrow from someone else.

I went to the ATM to withdraw some cash, but to my surprise, my credit card didn't work. I panicked and realized that I had reached my limit without even realizing it. I had no choice but to ask my friend for help once again.

This time, I was embarrassed and felt like I was taking advantage of his kindness. But my friend reassured me that it was okay and lent me the money once again.

From that experience, I learned the importance of managing my finances properly and not relying too much on borrowing money. I made sure to pay my friend back as soon as possible and have been more careful with my spending ever since.

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C) To go on vacation
D) To pay off credit card debt

2. Who did the author ask for money?

A) A family member
B) A friend
C) A bank
D) A stranger

3. **What happened when the author realized they needed more money?**

(A) They borrowed from someone else
B) They decided not to borrow any more money
C) They started working a part-time job
D) They stopped spending money altogether

4. **Why did the author feel embarrassed the second time they asked for money?**

(A) They had already borrowed from their friend once before
B) They didn't want to pay their friend back
C) They had lost their job
D) They had spent all their money on unnecessary things

5. **What did the author learn from the experience?**

(A) The importance of managing finances properly
B) The importance of borrowing money
C) The importance of spending money quickly
D) The importance of never asking for help

VOCABULARY (8/10)

2. **Complete the sentences with one of the words in each pair.**

Borrow / lend

- Can I _____lend_____ some cash? *borrow*
- Can you __Borrow__ some cash? *lend*

Sell / buy

- Jack would like to _____sell_____ his bicycle because it's too small.
- Do you want to _____buy_____ Jack's bike and give it to your little sister?

Win / earn

- My sisters sing amazingly. They often _____win_____ competitions.
- They want to be famous singers and _____earn_____ a lot of money.

Spend / save

- Don't waste your money. Why don't you _____save_____ it and buy something you need?
- You often _____spent_____ your money on us. It's our turn to pay for you!

Cost / swap

- I think your green pen is nicer and you prefer mine. Why don't we _____swap_____?
- Those trainers are too expensive. They _____cost_____ $120.

GRAMMAR (6/10)

1. **Fill the gaps with Past Simple or Present Perfect. Use the verbs in brackets.**

- Ouch! I can't walk! I think I _(just) have broken_ (just / break) my foot.
- George and Katy _____didn't do_____ (not do) the shopping last Saturday.
- Sorry, Ms. Coughlan, I _____haven't finished_____ (not finish) my homework yet.
- Helen _____didn't swim_____ (not swim) for a while as she _has broken_ *hasn't swum* _____ (break) her arm in a basketball match last month. *broke*
- I _____have lived_____ (live) in the same village since I _____was born_____ (be born). I love this place.
- David _____just come back_____ (just/come back) from work and he is too tired to *has* prepare something to eat.
- Betty isn't hungry now because she _____had_____ (have) some chocolate biscuits an hour ago.
- What time _____did you get up_____ (you / get up) this morning?
- _____Have_____ you _____ever lived_____ (ever / live) in a foreign country, Robert?
- I _____brought_____ (buy) a new pair of jeans last week, but I still hasn't (still / not wear) them. *haven't worn*

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ENGLISH EXAM

2nd of ESO C / **2nd of ESO D**

20.5/30 = 6.8

READING (9/10)

1. **Read the following text and then answer the questions:**

I remember the time when I was in college and I needed some extra cash. My parents had always given me a small amount of pocket money, but it wasn't enough to cover my expenses. So, I decided to ask my friend if he could lend me some money.

At first, I felt a bit awkward asking for money, but my friend was very understanding and agreed to lend me what I needed. I promised to pay him back as soon as possible.

However, things didn't go as planned. A few weeks later, I found out that I needed even more money than I had originally borrowed. I felt bad about asking my friend again, so I decided to borrow from someone else.

I went to the ATM to withdraw some cash, but to my surprise, my credit card didn't work. I panicked and realized that I had reached my limit without even realizing it. I had no choice but to ask my friend for help once again.

This time, I was embarrassed and felt like I was taking advantage of his kindness. But my friend reassured me that it was okay and lent me the money once again.

From that experience, I learned the importance of managing my finances properly and not relying too much on borrowing money. I made sure to pay my friend back as soon as possible and have been more careful with my spending ever since.

Looking back, I'm grateful for my friend's generosity and understanding. It taught me a valuable lesson about money and the importance of being responsible with it.

1. Why did the author need extra cash?

A) To buy a new car
B) To cover college expenses
C) To go on vacation
D) To pay off credit card debt

2. Who did the author ask for money?

A) A family member
B) A friend
C) A bank
D) A stranger

3. What happened when the author realized they needed more money?

A) They borrowed from someone else ✓
B) They decided not to borrow any more money
C) They started working a part-time job
D) They stopped spending money altogether

4. Why did the author feel embarrassed the second time they asked for money?

A) They had already borrowed from their friend once before ✓
B) They didn't want to pay their friend back
C) They had lost their job
D) They had spent all their money on unnecessary things

5. What did the author learn from the experience?

A) The importance of managing finances properly ✓
B) The importance of borrowing money
C) The importance of spending money quickly
D) The importance of never asking for help

VOCABULARY (10/10)

2. **Complete the sentences with one of the words in each pair.**

Borrow / lend

- Can I ___borrow___ some cash?
- Can you ___lend___ some cash?

Sell / buy

- Jack would like to ___sell___ his bicycle because it's too small.
- Do you want to ___buy___ Jack's bike and give it to your little sister?

Win / earn

- My sisters sing amazingly. They often ___win___ competitions.
- They want to be famous singers and ___earn___ a lot of money.

Spend / save

- Don't waste your money. Why don't you ___save___ it and buy something you need?
- You often ___spend___ your money on us. It's our turn to pay for you!

Cost / swap

- I think your green pen is nicer and you prefer mine. Why don't we ___swap___ ?
- Those trainers are too expensive. They ___cost___ $120.

GRAMMAR (0.5/10)

1. **Fill the gaps with Past Simple or Present Perfect. Use the verbs in brackets.**

- Ouch! I can't walk! I think I ___have just broken___ (just / break) my foot.
- George and Katy ___didn't do___ (not do) the shopping last Saturday.
- Sorry, Ms. Coughlan, I ___haven't finished___ (not finish) my homework yet.
- Helen ___didn't swim~~ hasn't swum~~___ (not swim) for a while as she (break) ___~~breathe brook~~ broke___ her arm in a basketball match last month.
- I ___~~had h nv~~ have lived___ (live) in the same village since I ___was born___ (be born). I love this place.
- David ___just~~ bad~~ has come back___ (just/come back) from work and he is too tired to prepare something to eat.
- Betty isn't hungry now because she ___had___ (have) some chocolate biscuits an hour ago.
- What time ___did you get up___ (you / get up) this morning?
- ___Have___ you ___ever lived___ (ever / live) in a foreign country, Robert?
- I ___bought___ (buy) a new pair of jeans last week, but ___I still haven't worn___ (still / not wear) them.

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2nd of ESO C   /   **2nd of ESO D**

25.5/30 = 8.5

READING (19/10)

1.   Read the following text and then answer the questions:

I remember the time when I was in college and I needed some extra cash. My parents had always given me a small amount of pocket money, but it wasn't enough to cover my expenses. So, I decided to ask my friend if he could lend me some money.

At first, I felt a bit awkward asking for money, but my friend was very understanding and agreed to lend me what I needed. I promised to pay him back as soon as possible.

However, things didn't go as planned. A few weeks later, I found out that I needed even more money than I had originally borrowed. I felt bad about asking my friend again, so I decided to borrow from someone else.

I went to the ATM to withdraw some cash, but to my surprise, my credit card didn't work. I panicked and realized that I had reached my limit without even realizing it. I had no choice but to ask my friend for help once again.

This time, I was embarrassed and felt like I was taking advantage of his kindness. But my friend reassured me that it was okay and lent me the money once again.

From that experience, I learned the importance of managing my finances properly and not relying too much on borrowing money. I made sure to pay my friend back as soon as possible and have been more careful with my spending ever since.

Looking back, I'm grateful for my friend's generosity and understanding. It taught me a valuable lesson about money and the importance of being responsible with it.

1. Why did the author need extra cash?

A) To buy a new car
B) To cover college expenses
C) To go on vacation
D) To pay off credit card debt

2

2. Who did the author ask for money?

A) A family member
B) A friend
C) A bank
D) A stranger

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3. What happened when the author realized they needed more money?

Ⓐ They borrowed from someone else
B) They decided not to borrow any more money
C) They started working a part-time job
D) They stopped spending money altogether

4. Why did the author feel embarrassed the second time they asked for money?

Ⓐ They had already borrowed from their friend once before
B) They didn't want to pay their friend back
C) They had lost their job
D) They had spent all their money on unnecessary things

5. What did the author learn from the experience?

Ⓐ The importance of managing finances properly
B) The importance of borrowing money
C) The importance of spending money quickly
D) The importance of never asking for help

VOCABULARY (10 /10)

2.   **Complete the sentences with one of the words in each pair.**

Borrow / lend

- Can I _borrow_ some cash?
- Can you _lend_ some cash?

Sell / buy

- Jack would like to _sell_ his bicycle because it's too small.
- Do you want to _buy_ Jack's bike and give it to your little sister?

Win / earn

- My sisters sing amazingly. They often _win_ competitions.
- They want to be famous singers and _earn_ a lot of money.

Spend / save

- Don't waste your money. Why don't you _save_ it and buy something you need?
- You often _spend_ your money on us. It's our turn to pay for you!

Cost / swap

- I think your green pen is nicer and you prefer mine. Why don't we _swap_ ?
- Those trainers are too expensive. They _cost_ $120.

GRAMMAR (5.3 /10)

1.   **Fill the gaps with Past Simple or Present Perfect. Use the verbs in brackets.**

- Ouch! I can't walk! I think I _have just broken_ (just / break) my foot.
- George and Katy _didn't do_ (not do) the shopping last Saturday.
- Sorry, Ms. Coughlan, I _have not finished_ (not finish) my homework yet.
- Helen _hasn't swum_ (not swim) for a while as she _broke (break)_ her arm in a basketball match last month.
- I _have lived_ (live) in the same village since I _was born_ (be born). I love this place.
- David _(just) have come back_ (just/come back) from work and he is too tired to prepare something to eat.
- Betty isn't hungry now because she _hadn't had_ (have) some chocolate biscuits an hour ago.
- What time _did you get up_ (you / get up) this morning?
- _Have_ you _ever lived_ (ever / live) in a foreign country, Robert?
- I _bought_ (buy) a new pair of jeans last week, but _have still not worn_ (still / not wear) them.

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ANNEX 13: *Some students' surveys*

Respon a les preguntes següents amb total sinceritat:

1. Preferiries que el professor d'anglès parlés sempre en anglès o que utilitzés també el català i/o el castellà?
   a) Només anglès.
   b) També català i/o castellà.

2. Per què?

A vegades parlant tot anglès hi ha coses que no queden del tot clares, i va bé que el professor s'expliqui. I a vegades posant exemples en català i/o castellà.

3. Creus que el fet que s'utilitzi la teva llengua materna a la classe d'anglès et facilita o et podria facilitar en algun sentit la comprensió de la classe (pel que fa a les instruccions de les tasques, explicacions sobre conceptes gramaticals, etc.)?

Sí, per mi sobretot a les instruccions de les tasques.

4. En la teva opinió, quins serien els <u>avantatges</u> que el <u>professor utilitzés puntualment el català/castellà</u> en la classe d'anglès?

Doncs sobretot comparar frases en anglès i català/castellà. Per exemple si hi ha algun passat, futur (diferents temps verbals).

5. En la teva opinió, quins serien els <u>desavantatges</u> que <u>el professor utilitzés puntualment el català/castellà</u> en la classe d'anglès?

Quant més escoltis a una persona parlant anglès és millor per aprendre, i si es sentir el català i el castellà a vegades és pitjor.

6. En la teva opinió, quins serien els <u>avantatges</u> que <u>el professor utilitzés únicament i exclusivament l'anglès</u> en la classe d'anglès?

Aprendre més paraules noves i més expressions.

7. En la teva opinió, quins serien els <u>desavantatges</u> que <u>el professor utilitzés únicament i exclusivament l'anglès</u> en la classe d'anglès?

Generalment cap, però hi ha casos que és millor explicar-te en català o castellà.

Respon a les preguntes següents amb total sinceritat:

1. Preferiries que el professor d'anglès parlés sempre en anglès o que utilitzés també el català i/o el castellà?
   - (a) Només anglès.
   - b) També català i/o castellà.

2. Per què? Jo crec que si escoltés parlar al professor amb la llengua que estàs estudiant serà més fàcil aprendre-la.

3. Creus que el fet que s'utilitzi la teva llengua materna a la classe d'anglès et facilita o et podria facilitar en algun sentit la comprensió de la classe (pel que fa a les instruccions de les tasques, explicacions sobre conceptes gramaticals, etc.)?
   Al principi pot costar d'entendre però a mida que va passant el curs, si sempre t'ho han explicat amb la llengua que estàs estudiant jo crec que es podria entendre perfectament.

4. En la teva opinió, quins serien els avantatges que el professor utilitzés puntualment el català/castellà en la classe d'anglès?
   Jo crec que seria un avantatge pels alumnes que saben poc de la llengua, ja que a vegades alguns no entenen les instruccions del que hem de fer a classe.

5. En la teva opinió, quins serien els desavantatges que el professor utilitzés puntualment el català/castellà en la classe d'anglès?
   Si es parla sempre en anglès quan s'escolti a un natiu es podrà entendre millor, si es parla amb català, serà més difícil.

6. En la teva opinió, quins serien els avantatges que el professor utilitzés únicament i exclusivament l'anglès en la classe d'anglès?
   Al parlar sempre en anglès, no només aprendràs la gramàtica sinó també vocabulari colloquial.

7. En la teva opinió, quins serien els desavantatges que el professor utilitzés únicament i exclusivament l'anglès en la classe d'anglès?
   Alguns alumnes que saben molt poc anglès, segurament les instruccions no les entendran tan bé com si fos en català.

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Respon a les preguntes següents amb total sinceritat:

1. Preferiries que el professor d'anglès parlés sempre en anglès o que utilitzés també el català i/o el castellà?
   a) Només anglès.
   b) També català i/o castellà.

2. Per què?

   Perque si ens Parlesi en tot moment ~~en~~ en angiès doncs potser depèn de la capacitats de cada Persona ho Podria entendre o no llavors en comptes de animar-nos a aprendre angiès no n'aprendriem ~~perque~~ sinó que ja no voldriem aprendre perque sabriem que no no entenem igualment llavors ja no li Posariem ganz ni li dedicariem temps

3. Creeus que el fet que s'utilitzi la teva llengua materna a la classe d'anglès et facilita o et podria facilitar en algun sentit la comprensió de la classe (pel que fa a les instruccions de les tasques, explicacions sobre conceptes gramaticals, etc.)?

   Sí

4. En la teva opinió, quins serien els <u>avantatges</u> que el <u>professor utilitzés puntualment el català/castellà</u> en la classe d'anglès?

   Que ho entendriem millor

5. En la teva opinió, quins serien els <u>desavantatges</u> que <u>el professor utilitzés puntualment el català/castellà</u> en la classe d'anglès?

   caP

6. En la teva opinió, quins serien els <u>avantatges</u> que <u>el professor utilitzés únicament i exclusivament l'anglès</u> en la classe d'anglès?

   que Potser aprendriem algunes Paraules més

7. En la teva opinió, quins serien els <u>desavantatges</u> que <u>el professor utilitzés únicament i exclusivament l'anglès</u> en la classe d'anglès?

   més o menys el mateix que la Pregunta 1.

Respon a les preguntes següents amb total sinceritat:

1. Preferiries que el professor d'anglès parlés sempre en anglès o que utilitzés també el català i/o el castellà?
   a) Només anglès.
   b) També català i/o castellà.

2. Per què?

Perquè jo crec que és com ensenyar-lis als nodens. Si simplements els parles en el idioma que vols que aprenguin, doncs així se'l "emplearan".

3. Creus que el fet que s'utilitzi la teva llengua materna a la classe d'anglès et facilita o et podria facilitar en algun sentit la comprensió de la classe (pel que fa a les instruccions de les tasques, explicacions sobre conceptes gramaticals, etc.)?

Pot ser en alguns casos, ja que si algú va masa masa perdut, si no li respons en el seu idioma li serà mes complex seguir endavant. Per això crec que s'ha de utilitzar només anglès però en algun cas molt puntual, utilitzar el català/castellà.

4. En la teva opinió, quins serien els avantatges que el professor utilitzés puntualment el català/castellà en la classe d'anglès?

Què si en algun moment, l'alumne/a no entèn el què li dius, és benefició's poder explicar-li amb l'idioma que entèn millor.

5. En la teva opinió, quins serien els desavantatges que el professor utilitzés puntualment el català/castellà en la classe d'anglès?

Què els alumnes poden aprofitar-se i acostumar-se a què si no entèn algo, tu li expliques en l'idioma què entè millor i així estàs fent què a la mínima jo el preguntin en català/castellà.

6. En la teva opinió, quins serien els avantatges que el professor utilitzés únicament i exclusivament l'anglès en la classe d'anglès?

Què els alumnes veuen que només els-hi parles en anglès i per obligació hauràn de esforçar-se més.

7. En la teva opinió, quins serien els desavantatges que el professor utilitzés únicament i exclusivament l'anglès en la classe d'anglès?

Què si no ho entens de primeres l'alumne/a pot perdre's molt més.