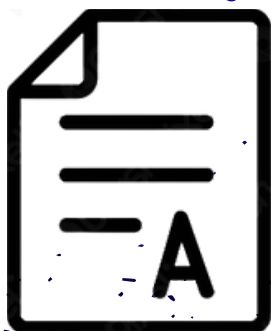


THE INFLUENCE OF ENGLISH ACADEMIES ON STUDENTS' EVALUATIONS



VS



Writer: Hestia

“What we learn with pleasure we never forget.”

– Alfredy Mercier

Acknowledgements

I surely could not mention all the people who have helped me to do this study. However, I would like to mention in a special way a number of people who have helped me constantly.

To all those who have contributed to my surveys, both students and teachers.

To all my friends that have helped me deciding different matters in this project. To those who have given me advice and their opinion.

To Shay O'Toole, Eva Pardo, Elisabeth Gala, Merche, Adrià de Gràcia and Gemma Ribes, for making my practical framework possible and for answering all my questions and offering their help at any time.

My tutor, Antonio, for guiding me in the realisation of this project, for giving voice to the surveys, for giving me teaching hours to do part of my practical framework and for advising me as much as possible.

But above all, to my family, for supporting me and giving me any kind of help I may have needed without even understanding the language.

Lots of thanks.

Abstract

This study aims to discover whether going to study to an English academy makes students achieve better results at the high-school with regard to those who do not go.

This research project presents a detailed analysis of the teaching methods of four different academies in the city, based on a survey sent to students from 1st to 4th year of *ESO* at a high-school in Cornellà. In so doing, the head-teachers, managers and administrators of the academies were interviewed, as well as the students reported their grades in the English subject. Furthermore, two teachers of English from the high-school have been interviewed, as an obligatory subject, and from German and French, as a non-obligatory subject; in order to compare results and to draw other conclusions. In addition, it has been contextualised how the English language arrived to our Education System and how it has been implemented in the classroom according to the different laws that have been in force in our country over time. Besides that, teachers from all over Spain were asked to answer to another survey, which allowed me to contemplate their point of view in relation to the hypothesis and expanded the information available to me.

Resum

Aquest estudi pretén descobrir si el fet d'anar a una acadèmia d'anglès a estudiar fa que els alumnes obtinguin millors resultats a l'institut respecte els que no hi van.

Aquest treball de recerca presenta una anàlisi detallada dels mètodes d'ensenyament de quatre acadèmies diferents de la ciutat, a partir d'una enquesta enviada als alumnes de 1r a 4t de l'ESO d'un institut de Cornellà. En fer-ho, es va entrevistar els directors, responsables i administratius de les acadèmies, així com també els alumnes van informar de les seves notes a l'assignatura d'anglès. A més, s'han entrevistat dos professors de l'institut, d'anglès, com a assignatura obligatòria, i d'alemany i francès, com a assignatura no obligatòria; per tal de comparar resultats i treure'n altres conclusions. En afegit, s'ha contextualitzat com va arribar la llengua anglesa al nostre sistema educatiu i com s'ha implementat a l'aula segons les diferents lleis que han estat vigents al nostre país al llarg del temps. A més a més, es va demanar a professors d'arreu d'Espanya que responguessin a una altra enquesta, cosa que em va permetre contemplar el seu punt de vista en relació amb la hipòtesi i ampliar la informació de què disposava.

Table of contents

1. Introduction	8
2. Theoretical framework	10
2.1. Search question	10
2.2. Hypothesis	10
2.3. English language	10
2.4. English academies	14
2.5. Affected people	15
2.5.1. English academies	15
2.5.1.1. The Corner	15
2.5.1.2. English Studio	17
2.5.1.3. Kids & Us	18
2.5.1.4. Big Ben Idioms	19
2.5.2. The High - school	20
3. Practical framework	21
3.1. The surveys	21
3.1.1. Survey's analysis	22
3.1.1.1. Teachers' survey analysis	22
3.1.1.1.1. Teachers' survey's curiosities	24
3.1.1.2. Students' survey analysis	25
3.2. Lesson plan	31
3.2.1. Lesson plan's analysis	33
3.2.1.1. Lesson plan's curiosities	34
3.3. Interviews	36
3.3.1. Academies' interviews analysis	37
3.3.1.1. Shay O'Toole's interview analysis	37
3.3.1.2. Eva Pardo's interview analysis	37
3.3.1.3. Elisabeth Gala's interview analysis	37
3.3.1.4. Merche's interview analysis	38
3.3.2. Teachers' interviews analysis	38
3.3.2.1. Adrià de Gràcia's interview analysis	38
3.3.2.2. Gemma Ribes' interview analysis	38
3.3.3. Audio interviews	39

4. Conclusions	40
5. Works cited	42
5.1. Webography	42
5.2. Bibliography	45
5.3. Iconographic resources	46
6. Appendix	47
6.1. Teachers' survey	47
6.2. Students' survey	48
6.3. Level test (12)	50
6.4. Level test (14)	54
6.5. Transcript interviews	57
6.5.1. Shay O'Toole, The Corner	57
6.5.2. Eva Pardo, English Studio	60
6.5.3. Elisabeth Gala, Kids & Us	65
6.5.4. Merche, Big Ben Idiomes	69
6.5.5. Adrià de Gràcia, English and German teacher	71
6.5.6. Gemma Ribes, English and French teacher	73
6.6. Lesson plan's pictures	75
6.7. Foreign languages in the different educational laws	76

1. Introduction

This study aims at my final objective: to become in a short-future an English teacher. Thus, my motivations to do this research project are: to learn more vocabulary and grammar in English as it has been done in this language and not in Catalan, to know the way the students of the high-school accept the English subject (by realizing an exam carried out, supervised it and corrected it by me). Being awareness of the differences between the way of teaching in an academy and in a public institution (and the difficulties that have each one when teaching). Moreover, to impart a class to see what the teachers feel when having lots of students who most of them do not want to attend (as it is compulsory) or the minority of them that want to participate in class. For these reasons, and hoping my hypothesis is solved, these are my motivations trying to reach the better qualification as I could.

The objectives that have encouraged me to do this research project are: to demonstrate that learners could understand and speak English fluently if students have been motivated by the way the class is imparted; to figure out if the students could carry out an exam made by me and to prove that English language is not taught incorrectly, in Spanish high-schools, due to the famous video¹ that says: "*El inglés se enseña mal*", which has been the topic of some discussions in English classes and in the conversations of many students. Besides that, it has been the most used justification to excuse themselves when having bad grades or when not understanding the classes (where the real problem it is not the teacher, but because for the little attention they could pay and the little motivation they could have). Another objective is to improve my English level and to know more about the teaching method of each academy and if there are differences between them.

In order to answer my hypothesis, I have done a survey which has been send to the students from 1st ESO to 4th ESO of the high-school; another survey has been sent to different teachers around Spain to know their experiences with learners. Also, I have interviewed the directors, administrative and head-teachers of four English academies in Cornellà or near, to later compare between them and between the high-school. On the other side, I have realized a lesson plan including an exam that students of 4th ESO have completed it; then, I have corrected them and I have compared the four classes of 4th

¹ The advertisement published on YouTube that you could see at the beginning of some videos. It affirms that English in Spain is taught incorrectly and the advertiser had the perfect way of doing it, searching the excellence.

ESO. One after the other, all the information collected has been analysed and compared between it.

My principal limitations on the study could be: the possibility of not achieving an interview with all the head teachers of the four academies due to COVID-19 situation, because they do not have enough time or being closed because they are in vacations as the interviews will be done in summer. The students' survey could be answered with non-real answers, what would damage the analysis; could be answered more than once (as the survey is anonymous and if they forward it to another email, they would be able to answer it more than once) and that could distort the final conclusions. It may also not have as much answers as I wanted and that could make impossible to analyse them successfully because although the probability of mistake with lots of answers is proportionally, compare it with the real answers is so low.

Regarding the ODS, the most relevance one is number four "Quality Education" as I am comparing if the way the classes (and other factors) in high-schools are imparted correctly to the necessities of each student with the way the classes in academies are taught. Also, because I have found pros and cons of each method of learning. Besides that, the objective of this ODS is to ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all.



Figure 1: ODS 4: Quality Education

The academic circumstances that have prompted me to carry out this research work have been the fact that in the near future I would like to dedicate myself to teaching English in high-schools where the vast majority of students feel a great rejection towards this subject. In addition, in the last year, there has been even more dissatisfaction because of an advertisement that revealed a star phrase in which it was said that "*El inglés se enseña mal*"². Because of these two major personal factors that could lead me to disagree, I decided to carry out the thesis of the different ways of teaching in order to resolve my hypothesis.

² It has been a sentence used by a lot of people without knowing which the real purpose of the advertisement is to promote an on-line academy by devaluating other academies and the Educational System in Spain. Also, the use of this sentence can have a negative connotation in families, students or other institutions.

2. Theoretical framework

2.1 Search question

Do the students who go to an academy have better results in English?

2.2 Hypothesis

Going to an academy makes exponentially better marks for students.

2.3 English language

The English language comes from an occidental Germanic language, belonging to the Indo-European family.

Franz Bopp created the supposed mother language with the name "Indo-Germanic" when he realised that some languages (German, Latin, Greek and Sanskrit) had similar vocabulary and morphological structures. He, therefore, formulated the following hypothesis: "The languages come from the same mother language". Then, the International Scientific Community changed the name to "Indo-European" instead of the name he proposed.

The Indo-European people, located in Central Europe and the Siberian steppes, underwent migrations, known as "Diaspora". Due to this incident, the different languages spread throughout Europe and Asia.

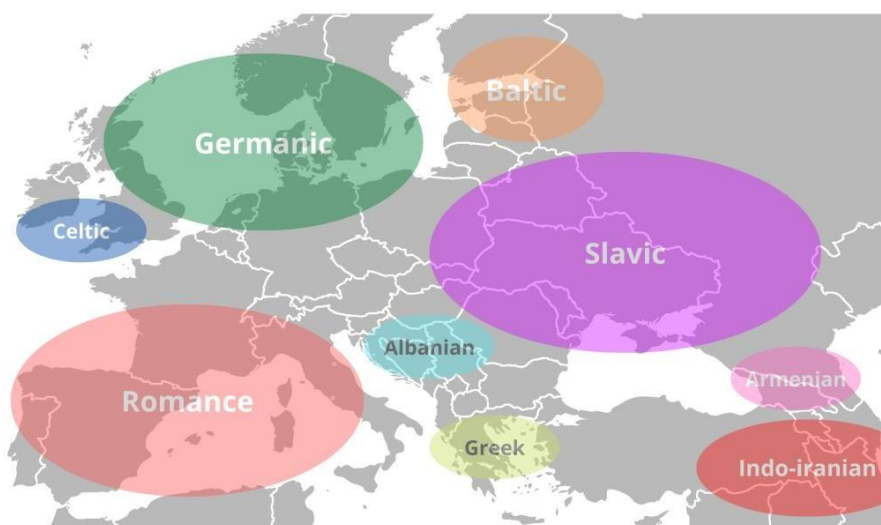


Figure 2: Indo-European languages. [Own source]

English is the most spoken language around the world, with more than one billion speakers. It is studied by lot of people and is the official language in a large quantity of countries (for instance, Australia, New Zealand, Great Britain, United States of America and South-Africa).

Due to the politic, economic and cultural influence and the colonisation, it has arrived to the whole world. Thus, since 1970, the Spanish education system has made required to teach a first unspecified foreign language with the possibility of several more as second or third foreign languages as French, German, Italian, etc.

Nevertheless, laws until 2022, the current one, have changed several times. This way, laws mentioned afterwards are the only ones that have relation to the insertion of the English language in our educational system as there are lots of more laws related to the education in Spain, but I am going to focus on those mentioned before:

The first law was “*LGE (1970). Ley General³ de Educación 14/1970, de 4 de agosto, de Educación. BOE (Boletín Oficial del Estado). 187, de 6 de agosto de 1970, 12525 – 12546*”; (onwards: *LGE*). Which established the learning of a second language in the general basic education and a foreign language at *Curso de Orientación Universitaria⁴* (onwards: *COU*), primary and secondary education.

The second one was “*LOGSE (1999). Ley Orgánica⁵ General del Sistema Educativo 1/1990, de 3 de octubre, de Educación. BOE (Boletín Oficial del Estado). 238, de 4 de octubre de 1990, 28927 – 28942*”; (onwards: *LOGSE*). It consisted of keeping the same situation for foreign languages while introducing in *Educación Secundaria Obligatoria⁶* (onwards: *ESO*) centres as obligatory and optional to students.

³ The type of law that must be addressed to all citizens and not, in a particular way, to some in particular. It is a law regulated by Article 81 of the Spanish Constitution. It involves, on the one hand, the regulation of fundamental rights (those included between 14 and 29 of the Constitution and 30.2) and, on the other hand, it requires specific approval procedures. Among which, for its approval an absolute majority vote of deputies is required, that is to say, half of the Congress plus one.

⁴ The *Curso de Orientación Universitaria* was a non-obligatory education in Spain belonging to the educational system designed in the General Education Law of 1970 and consisted of a single course, equivalent to the last of the *LOGSE* high-school. It could be opted from 1971 until 2001.

⁵ The type of law that regulates matters constitutionally reserved to it, namely: the development of fundamental rights and public liberties, the approval of the statutes of autonomy and the general electoral regime and the other matters provided for in the Constitution. For its approval, a reinforced majority is required.

⁶ The *Educación Secundaria Obligatoria* is the Spanish educational system for secondary education since the 1996-97 academic years and its objective is to prepare students between the ages of 12 and 16 for their future studies or the world of work. Has 4 courses divided into 1st ESO (12 - 13 years old), 2nd ESO (13 - 14 years old), 3rd ESO (14 - 15 years old) and 4th ESO (15 - 16 years old); as long as there are no repetitions of any course.

It was followed by “*LOCE (2002). Ley Orgánica de Calidad de la Educación 10/2002, de 23 de diciembre, de Educación. BOE (Boletín Oficial del Estado). 307, de 24 de diciembre de 2002, 45188 – 45220*”; (onwards: *LOCE*). It also maintained the foreign language while introducing an approach at the final course of child education.

LOCE was derogated by “*LOE (2006). Ley Orgánica de Educación 2/2006, de 3 de mayo, de Educación. BOE (Boletín Oficial del Estado). 106, de 4 de mayo de 2006, 17158 – 17207*”; (onwards: *LOE*). Following the others laws in relation to the first foreign language; this one introduced the possibility of introducing a second foreign language in the third cycle of primary education.

The second-to-last law was “*LOMCE (2013). Ley Orgánica para la Mejora de la Calidad Educativa 8/2013, de 9 de diciembre, de Educación. BOE (Boletín Oficial del Estado). 295, de 10 de diciembre de 2013, 97858 – 97921*”; (onwards: *LOMCE*). It kept the previous situation while derogated the second foreign language mentioned before, but the educational administrations could offer it in the block of subjects of free autonomous configuration. Also, it was created the *Formación Profesional*⁷ (onwards: *FP*) where it was studied a foreign language in the block of communication and social sciences.

The current law is “*LOMLOE (2020). Ley Orgánica por la que se Modifica la Ley Orgánica de Educación 3/2020, de 29 de diciembre, de Educación. BOE (Boletín Oficial del Estado). 340, de 30 de diciembre de 2020, 122868 – 122953*”; (onwards: *LOMLOE*). It is the law which also kept the before situation while getting back the offer of a second foreign language with the difference that it was established throughout the primary.

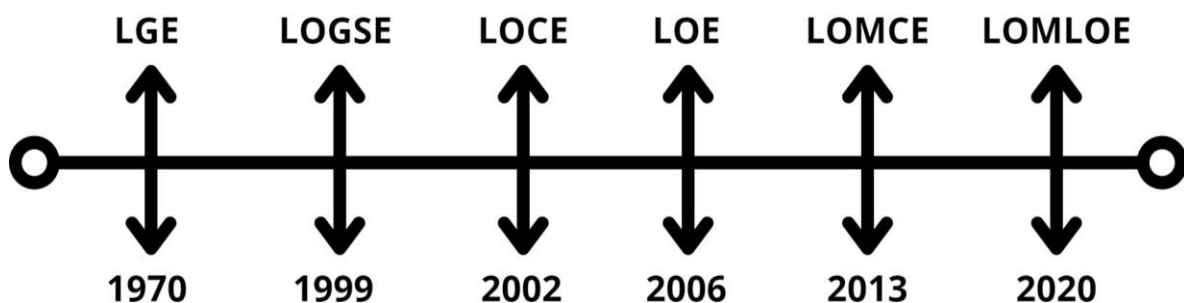


Figure 3: Laws' chronological axis [Own source]

⁷ *Formación Profesional* it is an education that encompasses different studies or learning that are aimed at labour insertion. It is a training system that is equally valid as university education, characterized by its practical aspect and proximity to companies.

Childhood Education (3 - 6 years)	Approach to a foreign language (Playful approach)
Primary Education (6 - 12 years)	Foreign language / Bilingual education
ESO (12 - 16 years)	Foreign language / Bilingual education; second foreign language (compulsory)
<i>Batxillerat</i> ⁸ (16 - 18 years)	Foreign language / Bilingual education; second foreign language (optional)

Table 1: Foreign languages in the different educational laws

English language in Spain is such important because the objective of learning it is the possibility of communicating and understanding a conversation in a country where this language is the official on it; that is why English is the main foreign language imparted in Spanish schools.

Currently, exist two types of degrees: those which are specialised in schools and academies, and those which are specialised in general English and superior education. There are, precisely, six certificates that everyone can achieve depending on their English level: Starters (Pre-A1 Starters), Movers (A1 Movers), Flyers (A2 Flyers), Key for schools (A2 Key for Schools), Preliminary for Schools (B1 Preliminary for Schools), First for Schools (B2 for Schools), Advanced (C1 Advanced) and Proficiency (C2 Proficiency).

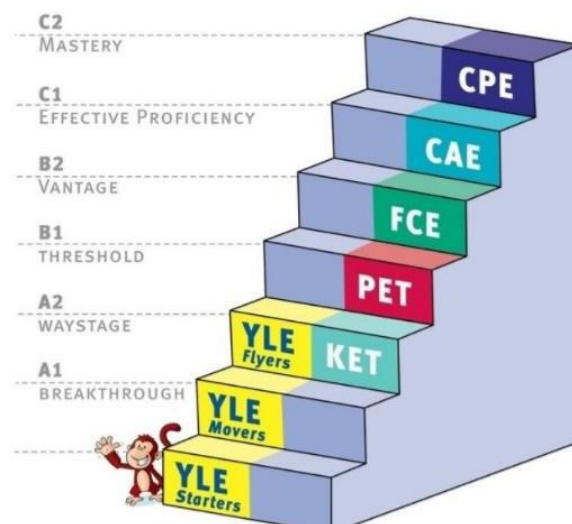


Figure 4: Cambridge English exams

⁸ *Batxillerat*, in Spain, is currently a non-obligatory education that is taken between 16-18 years for those students who, principally, want to sign up at university. There are, mainly, three types, although in the next course it will introduce two more modalities: those in force are: Humanistic - social sciences, scientific and technological, and those which will be introduced next year: general and arts (one for plastic arts, image and design and another one for music and performing arts).

For achieving these degrees, you have to pay a singular quantity according to the way the exam is done: on paper or computer: A1 is valued into 60 euros, A2 into a 100€, B1 in 105€, whereas B2 in 180€ if it is done on paper and 190€ if computer, C1 costs 190€ if paper and 205€ if computer, while level C2 is around 210€ (being the most expensive one). Prices usually vary each year adjusting to demand, so the above prices are indicative. The most demanded exams are B1 and B2, as usually the last one is the minimum level required in many jobs and others studies.

Students of *ESO* should have the level between A2 and B1 at 1st *ESO*, but when being in 4th *ESO*, they should be able to have a B2 level, or, in some cases, students with C1 that could be those who are really interest in English or those who has a special ability for it. Those ones are not very common nowadays. On the other hand, we can find some students that, actually, do not have that English level, and that can be on account of time or economics' impossibility, or just because they are not encouraged by an external factor.

2.4 English academies

English academies are currently very demanded by a great number of people around the world, in order to improve their English level. Nowadays, in lots of places require a minimum English level to get a job, to get a degree, or just because their level is a little bit low. Over the years, more and more academies have been setting up. It is a good place where to learn this foreign language that it is becoming so important in our daily life.

Students of all the four courses go to four academies which the majority of them are in Cornellà (*The Corner, English Studio and Kids & Us*) and the last one is in Sant Joan Despí (*Big Ben Idiomes*). These academies have been selected in accordance with the answers to the students' survey, thus, students of 4th *ESO* that made the exam and answered another academy but did not answer the survey, it has not been interviewed.

2.5 Affected people

2.5.1 English academies

2.5.1.1 The Corner



Figure 5: The corner's logo

The Corner is an academy located in Cornellà de Llobregat with more than thirty years of experience, exactly 40 years. It was set up by a cousin of the current director, Jordi Rivera, in Cornellà near the Town Hall, and then it was moved near to the Cornellà's train station.

It has qualificador and native teachers, but it also has Spanish and Catalan teachers with a competent level. Students usually have two classes per week, so, students have two teachers. But there are others that only go once a week and they do three or two hours in the same day with a little break. Depending on their level, they attend more or less hours.

With a ratio of eight students each class although it permits until twelve, the academy offers classes for students from three years old until adults. They are divided into different sections according to their years: "Kinder" from three to five years old, "Benjies" from five to twelve years old, "teens" from thirteen until seventeen, "adults" from eighteen to non-specific number and a special course to those students who are in the university and have not had the possibility of achieving an official certificate for them to obtain their university degree. The academy has a total of seven hundred students.

Its methodology for students to learn English is based on dynamic activities with a view to transmit the knowledge having such a great time and doing activities, games, etc. The academy tries to teach in a natural way. Classes are divided into a little introduction to do some speaking, the main part which is based on the book and finally some games in relation to the syllabus. Students are evaluated biannually; they do two exams each year. Nonetheless, there are other courses that are specific for exam preparations, those do more exams divided into the different parts they have. The average is extremely high, about a 90-100 % passed.

The objective of the academy is not to present their students into official exams, but preparing the students to get a qualified level of speaking and listening skills in order to reach having a perfect conversation between a native speaker and them. Although it is not the aim, students who want can be presented into those official exams, at any level, but the mainly ones are First and Advance.

Books used in this academy are from the publisher Cambridge (they have an alliance between Cambridge and the own academy) known as "Cambridge Learning Partner". This alliance also allows preparing the students to the different levels of English and for the official exams.

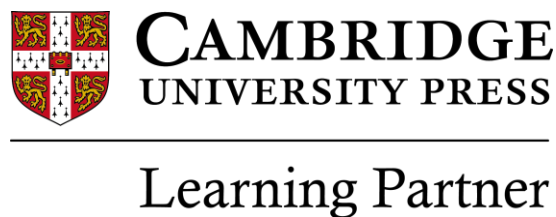


Figure 6: Cambridge Learning Partner's logo

Not only *The Corner* but also *Big Ben Idioms* follow Cambridge books. This is the pattern that Cambridge, as publisher, wants to implement:

"The programme follows the following guidelines:

1. Cambridge Learning Journey as the educational project that seeks to take students on a journey through language skills, while at the same time providing a vehicle for the cognitive, emotional and social development of the student.
2. Cambridge University Press materials accredited by the University of Cambridge, which guarantee official preparation for exams and help to develop each student's own skills.
3. Cambridge Quality Assurance as a guarantee for the future. This is a widely recognised accreditation in academic and professional circles.
4. Continuous training of the teaching staffs which allows for constant updating of the contents and ensures effective and real learning.
5. Classroom - home communication that allows a direct connection to be established with the families and so work together."

From: <https://thecorner.cat/es/>

2.5.1.2 English Studio



Figure 7: English Studio's logo

English Studio is an academy located in Cornellà de Llobregat with more than ten years of experience, exactly twelve. It was set up by Eva Pardo in Cornellà after the academy where she was working formerly closed for financial reasons. Then, with some of the students of her previous work, imparted classes for them, and when they were too many and after five years, she opened the academy.

It has native teachers that have assigned the classes through the course. They go once a week and depending on their level, go less or more hours.

With a ratio of six students each class, they offer classes for students from four years old to adult courses. Divided into "Kids Club" from four to seven years old who do an hour per week, "Primaria / ESO" from eight to sixteen which do half an hour per week, "Bachillerato" from seventeen to eighteen which do two hours and a half and "Adultos" from nineteen to non-specific number. The academy has a total of four hundred students.

Its methodology to teach English is determined from pleasure classes with the philosophy of "Learning English Having Fun", a slogan which Eva tries to show teachers from there. Classes normally are built on a little introduction at the beginning of the class to create a conversation, then, homework is corrected and then they follow the book (as a reference) doing exercises of grammar, vocabulary, speaking and listening. The last fifteen or twenty minutes they do some playful games. Students, on the one hand, are evaluated quarterly, and they do quarterly exams in relation to the syllabus of the term. On the other hand, these students that are being prepared for Cambridge exams received an extra weekly preparation test. The average grade is about 60% because students have not fulfilled the weekly worked, but there are others that, as being perseverant are be able to obtain the minimum mark to pass the exam and can achieve an 80%.

Books used in this academy are from the publisher Pearson, and then when preparing students for Cambridge exams, they use their resources.

2.5.1.3 Kids & Us



Figure 8: Kids & Us' logo

Kids & Us is a franchise which has academies in more than five countries around the world. This academy is located in Cornellà de Llobregat. It began (the franchise) in 2003, so it has been teaching for twenty-five years. It was set up by Natàlia Perarnau in Manresa, and then rich families have opened the others academies.

It has qualificador and native teachers, but also has Spanish and Catalan teachers with a competent level. Students from one to two years old do forty-five minutes once a week. From three to seven, students do sixty minutes once a week, eight years' students do ninety minutes once a week, students from nine to ten do sixty minutes twice a week and students from eleven to eighteen do ninety minutes twice a week.

Students are divided into: "Babies" (from one up to two years old), "Kids" (from three up to eight years old), "Tweens" (from nine up to twelve years old) and "Teens" (from thirteen up to eighteen years old). With a ratio in Babies' class of five and the other courses of eight. The academy has a total of three hundred and eighty students.

Its methodology is the natural learning, teachers speak English to create a context. Students are evaluated by terms. They are asked to do exams according to what they have done during the course and the age: Babies do not take exams, Kids take oral exams, Tweens take oral and written examinations and Teens have oral and written exams. The average is a 100% because they are always searching the excellence and go after the poor efficiency.

Students are presented into official exams with two different certificates: Trinity and Cambridge. They use Trinity for those students from A1 up to B1 whereas in Cambridge are presented students who want B2, C1 and when they arrive, C2.

Books used in this academy are from them, Kids & Us. Moreover, they are divided into stories and they used as a traditional unit. There are, throughout the course, a total of three stories, but Kids have more of them because they are shorter than the others.

2.5.1.4 Big Ben Idiomes



Figure 9: Big Ben Idiomes' logo

Big Ben Idiomes is an academy located in Sant Joan Despí with more than thirty years of experience, exactly thirty-nine. It was set up by two friends, Angelines Buil and Pilar Broncal, who were the pioneering in this city since one of them died and the managerial of the academy changed to the daughters of her, Beatriz and Marta Navarro.

It has qualified and native teachers, but also has Spanish and Catalan teachers with a competent level. Students, depending on their level, assist more or less hours: "Kids" do 1 hour per week, "Tweens" half an hour per week and "Teens" two or three hours per week depending on the level they are doing (B2, C1, C2).

With a ratio of minimum five and a maximum of eight learners, the academy has a total of seven hundred students. Students are also divided into different groups according to the years: Kids, Tweens, Teens and Adults.

Its methodology for them to teach English is based on the natural learning, the speaking and the playful classes. First, students are taught how to speak, then how to write and finally the grammatical section, the opposite as it was taught before. Students are evaluated biannually. The average grade in the official exams they offer from A2 – C2 is a hundred per cent passed students.

Books used in the academy are from Cambridge (they also have an alliance between the academy and Cambridge) known as "Cambridge Learning Partner". This alliance also allows to prepare the students to the different levels of English and for the official exams.

2.5.2 The High-school

The high-school is located in Cornellà de Llobregat with more than thirty years of experience, exactly thirty-eight. The idea of founding a new secondary school came from the town council and teachers from another secondary school also located in Cornellà. It began as a vocational training centre, but later the range of courses was expanded to create what is now the Institute with places for *ESO*, *Batxillerat* and vocational training.

Focusing on the English teachers, they are not native, but have a competent level. Students, being governed by the law *LOMLOE*, do three lessons per week of one hour each. Nevertheless, students of *Batxillerat* do an hour and ten minutes.

With a variable ratio, usually between twenty and thirty pupils, the high-school has a maximum of thousand students between *ESO*, *Batxillerat* and *FP*.

Its methodology is based on the activities of the books used (nowadays Macmillan books are used, not only in *ESO* but also in *Batxillerat*, but not in *FP*). Nonetheless, there are special classes where there are some discussions in order to practise the speaking skill, but the classes are based on grammar activities, reading and listening. The average of the marks is not high, we could say that half of the class barely obtain a six out of ten. Then, there are some students that achieve high marks, but the minority of them.

Teachers try to teach through playful classes always with what the institution has provided them. For instance, the digital board for Kahoot!⁹, videos, audios, etc. Nevertheless, the class has to follow the syllabus of a book.

⁹ It is a free platform which allows the creation of valuable questionnaires. Students are the contestant, and the learner who gets more answers correct and quicker than the other classmates, would be the winner. It is a good way to learn or to reinforce learning.

3. Practical framework

The practical framework has been divided into three different parts: the surveys sent to the students and to teachers, a lesson plan focused on the students of 4th ESO and the different interviews to the directors and other people of the academies mentioned before.

3.1. The surveys

The only way to know a little bit more of people “who are affected”, in this case, the students, is sending them the first survey. It has been written in Catalan because a large part of the students does not understand English correctly and I would not get as many answers as I would like. The objective of this survey has been to recognize information about them or their lives connected to the English language and to the English academies.

The questions they were asked to answer are: *<Quin curs estàs fent?>*, *<Vas a alguna acadèmia per estudiar la llengua anglesa>*, *<Si a l'anterior pregunta has respost “sí”, a quina>*, *<Fas algun tipus d'activitat que pugui millorar el teu nivell d'anglès? Quina?>*, *<Quins resultats obtens a l'assignatura d'anglès a l'institut?>*, *<Tens algun títol OFICIAL d'anglès?>*.

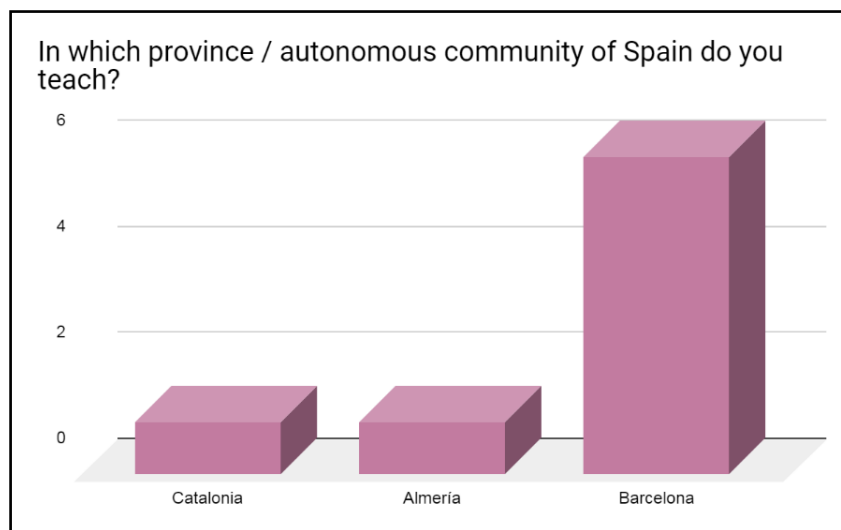
Then I sent another one, with the help of my tutor to promote it among them, in English, to teachers around Spain in order to know if the conclusions of the survey that I have sent to the students have the same or similar points of view. Also, to make other conclusions about their experience.

The questions they were asked to answer are: *<In which province of Spain do you teach?>*; *<Which courses do you teach?>*; *<What's the average grade in the courses you impart?>*; *<Have you noticed better results in students that study English in an academy or as an after-school activity?>*.

3.1.1. Survey's analysis

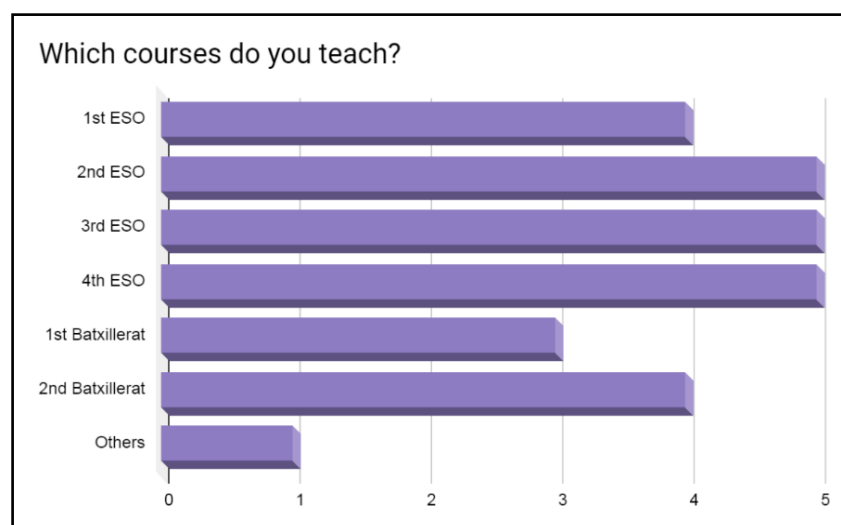
3.1.1.1. Teachers' survey analysis

When talking about the teachers' survey, we can observe that the majority of the teachers teach in Barcelona, there is also another teacher that has not specified in which province does he/she teach, but he/she does in Catalonia. There is also another teacher who practices her/his profession in Almeria, Andalucia.



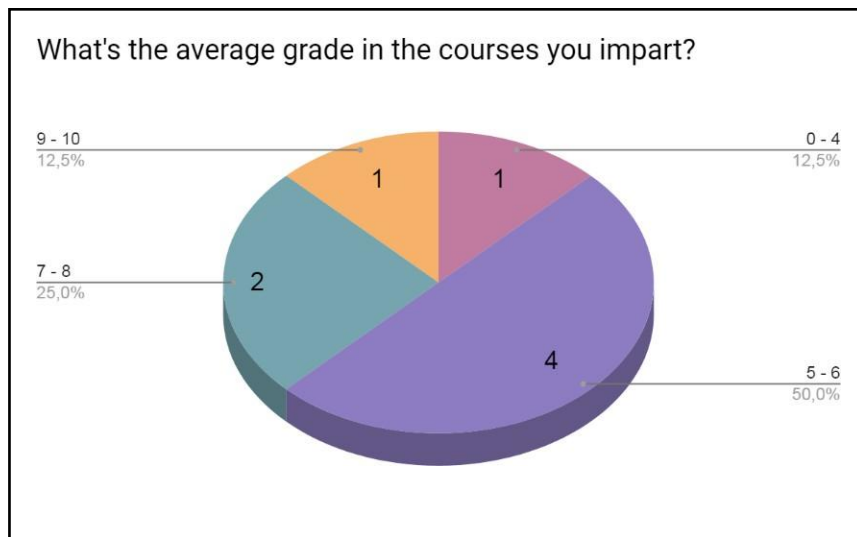
Graphic 1: Answers to question 1 [Own source]

We also can distinguish that most courses that are taught by five of them are 2nd, 3rd and 4th ESO. 1st ESO and 2nd Batxillerat are taught by four teachers each one. 1st Batxillerat is taught by three of them and other courses that can be FP or as private teacher, only one teacher. That shows that all the teachers teach more than one course in the same year.



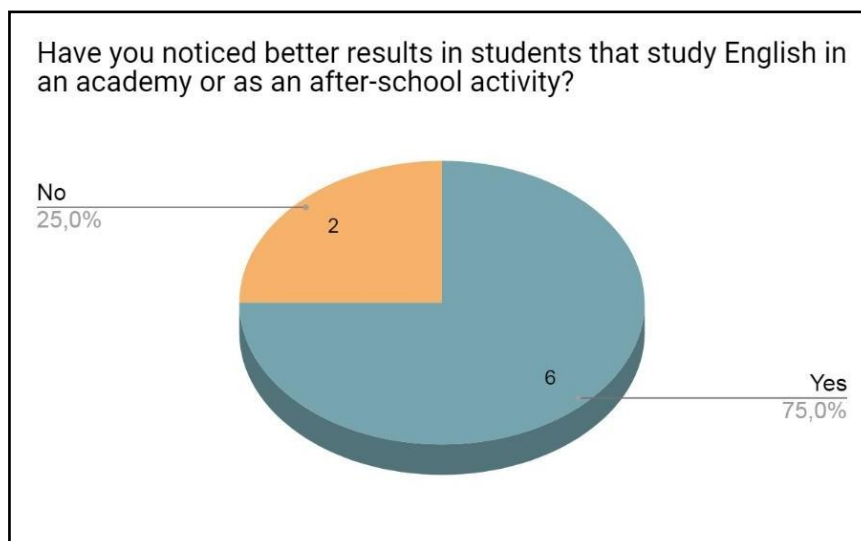
Graphic 2: Answers to question 2 [Own source]

If we talk about the average of the marks of their learners, we observe that there is only a teacher that her/his students obtain between 9 and 10 points. Two other teachers easily obtain between a 7 or 8 from their students. The most average mark that students usually obtain, for four teachers is between 5 and 6. And finally, there is only a teacher that his/her students have an average between 0 and 4.



Graphic 3: Answers to question 3 [Own source]

The last question was answered with a great majority: more than the half of the teachers, concretely six of them, believe that the fact of going to an academy (or receiving extra teaching) increases the marks of the learners.



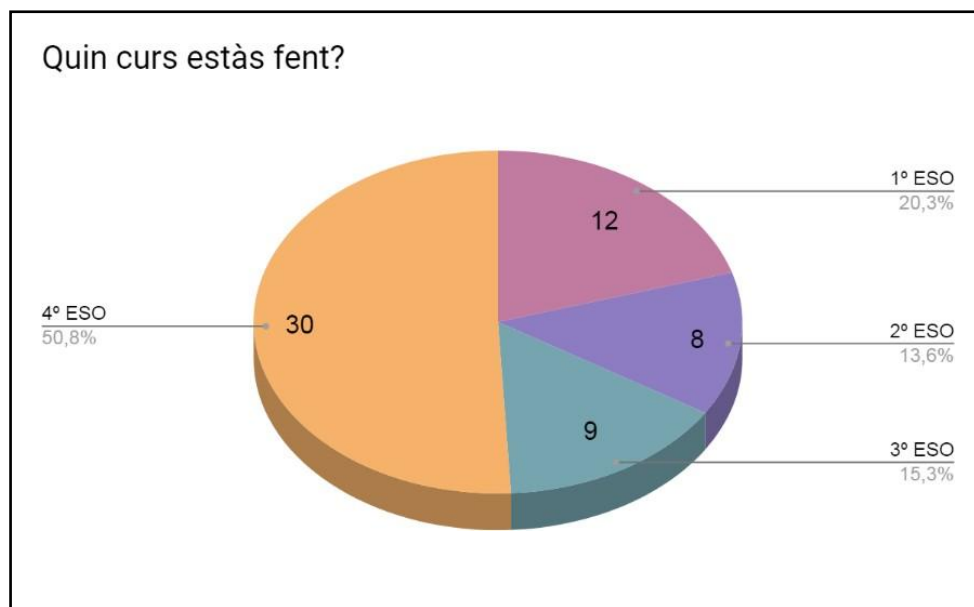
Graphic 4: Answers to question 4 [Own source]

3.1.1.1.1. Teachers' survey curiosities

As curiosities: the teacher that has answered that their students reach a mark between 9 and 10, is from Barcelona, teaches 1st, 2nd, 3rd, 4th ESO and 2nd *Batxillerat* and thinks that the fact of going to an academy do not improve students' marks. The other teacher that believes that going to an academy do not improve the learners' mark, teaches in Barcelona, the average mark is between 5 and 6, and teaches 1st, 4th ESO and 1st *Batxillerat*. The teacher whose students do not arrive to pass the quarter is from Almeria, the unique teacher that is from outside Barcelona. She / he teaches all courses except "others" and thinks that receiving extra learning as an extracurricular activity, is better. There is also another teacher that instructs classes to 4th ESO and "others", his/her students have between a 5 and 6 up to 10 points. She/he teaches in Barcelona and affirms the same as the majority. The two teachers that obtain between a 7 and 8 from their students are from Barcelona and they teach 2nd ESO both, with the difference of the second course imparted: one gives classes to 2nd *Batxillerat* and the other to 3rd ESO. But they have the same opinion about the academies, a clearly "Yes".

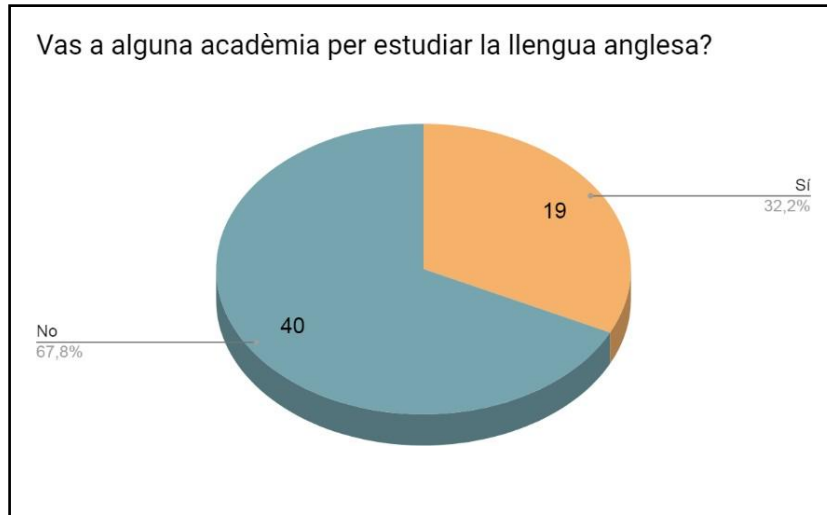
3.1.1.2. Students' survey analysis

If we talk about the survey that students were asked to answer, it was replied by a total of fifty-nine learners of all the courses (1st ESO to 4th ESO). It was not a surprise for me that the most course that answered the survey was 4th ESO, as my tutor helped me because he dedicated some minutes of his classes to tell the students if they could write back an answer so as to achieve the maximum of them as possible. Hence, thirty students of 4th ESO replied to it, which means a 50'8%. A total of nine students from 3rd ESO answered it, it represents a 15'3%. A 13'6% of the answers were thanks to students of 2nd ESO, exactly, eight of them. Finally, twelve students of 1st ESO reported themselves, with a 20'3%, being the second course to answer more times, before 3rd ESO and 2nd ESO.



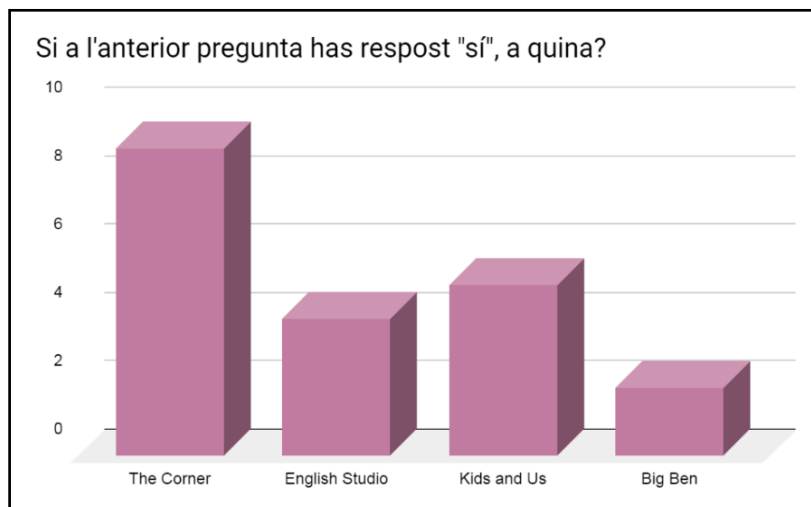
Graphic 5: Answers to question 1 [Own source]

Talking about the second question, more than the half answered that they do not go to any academy, forty learners, shows a 67'8% that do not improve their English level outside the high-school. As a consequence, nineteen students, a 32'2% said "Yes" when they were asked to reply this question.



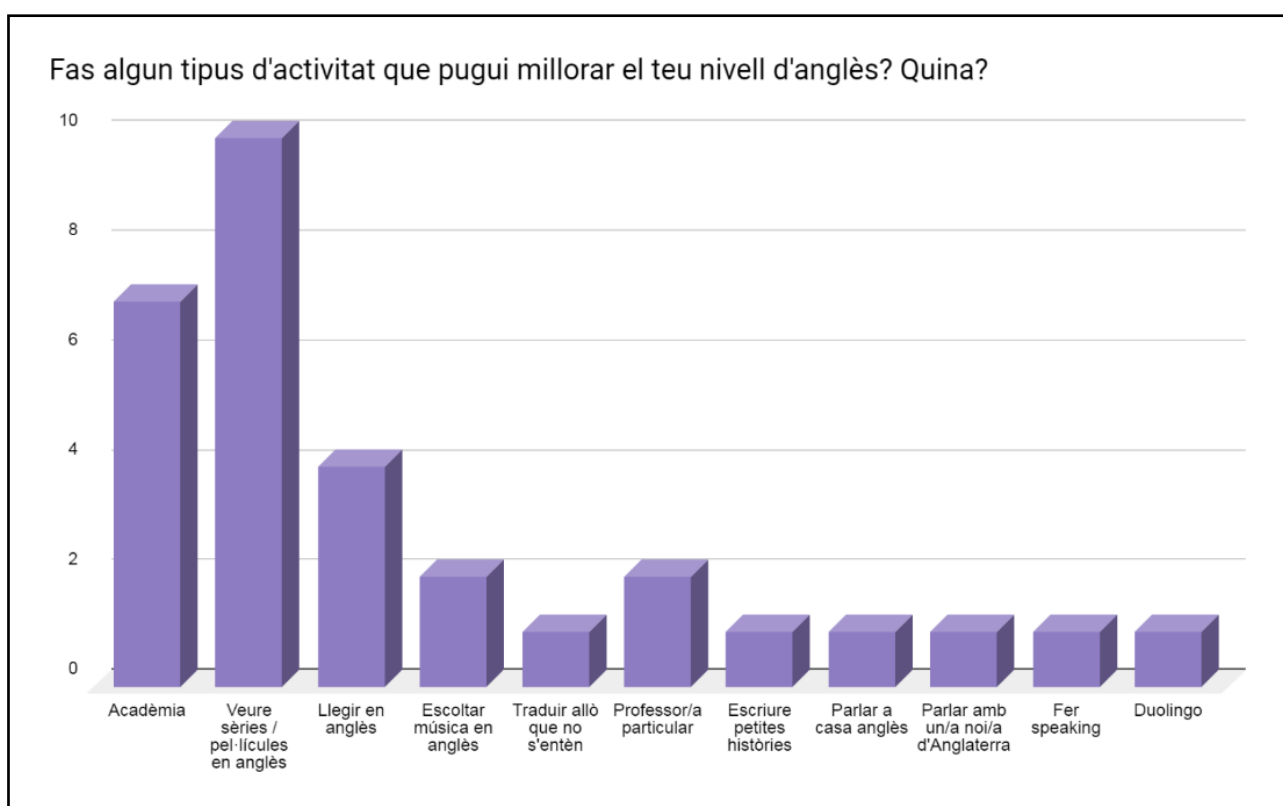
Graphic 6: Answers to question 2 [Own source]

The next question was related to the second one: it only had to be answered by the students that reported "yes" in the previous question. A total of nine students go to "The Corner", four learners go to "English Studio", five of them attend classes from "Kids & Us", and finally, two from "Big Ben".



Graphic 7: Answers to question 3 [Own source]

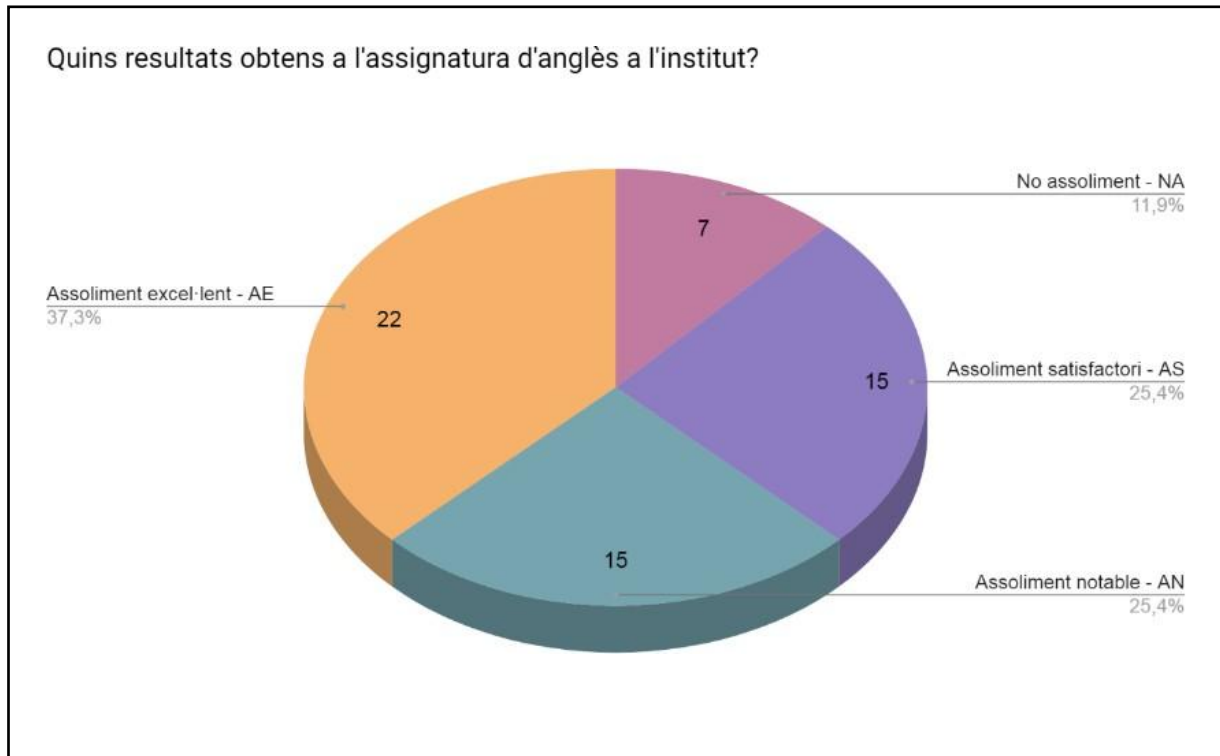
They were also asked to answer if they did any kind of activity that improves their English level apart from the academies. Lots of different answers reached me, but the most done one was: seen films and other visual videos in English, ten learners reported it. Four of them read in English, and other two listen to music in English. Another two of them take classes from a private teacher. Then, there was only one student for all these activities: translate what he/she does not understand, write short-histories in his/her the second language, talk English at home, talk with a boy or girl from the UK, take speaking classes and play Duolingo¹⁰.



Graphic 8: Answers to question 4 [Own source]

¹⁰ It is a website create for free language learning where the aim is to learn playing different tasks.

The next question was a bit personal, as they were asked to report their mark in this subject in the high-school. Twenty-two students replied that they achieve an *assoliment excel·lent*, (onwards: AE), that number represents a 37'3% of the total. An *assoliment notable* and an *assoliment satisfactori*; (onwards: AN and AS, respectively) is achieved by a total of fifteen students, a 25'4% each mark. Finally, seven of them do not pass the English subject (onwards: NA), representing a 11'5% of the total.

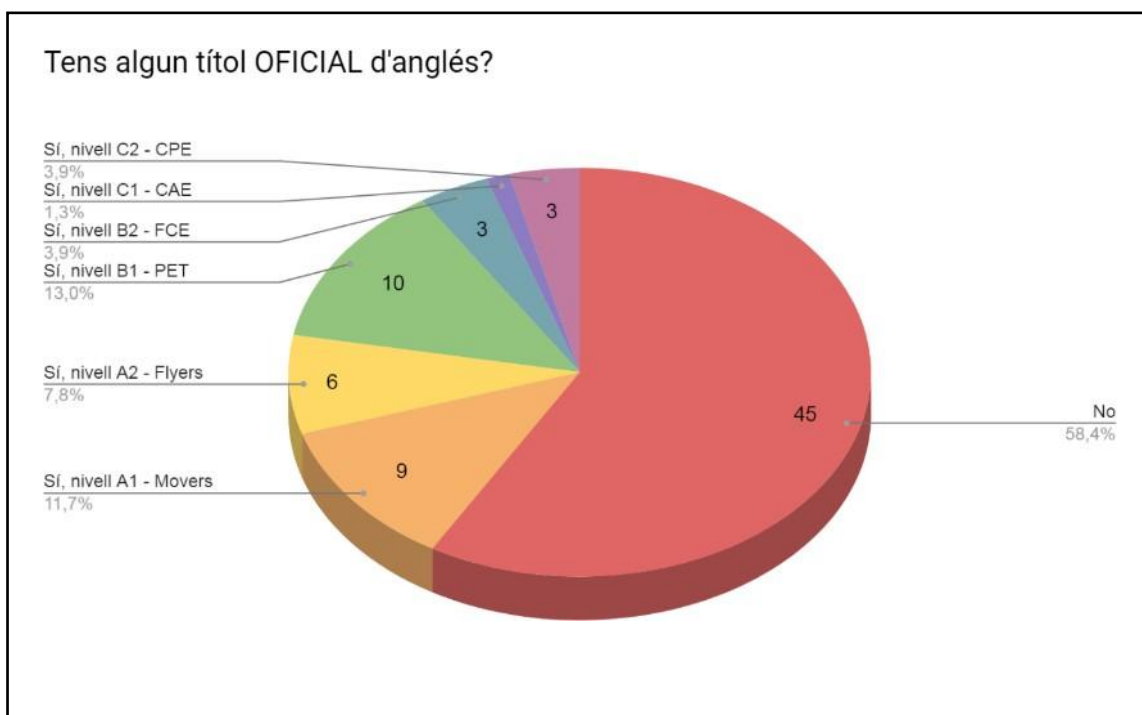


Graphic 9: Answers to question 5 [Own source]

Conversion qualification method	
Catalonia	USA
AE	A+ / A
AN	B+ / B / B-
AS	C+ / C / C-
NA	D+ / D / D- / F

Table 2: Conversion in the qualification method [Own source]

The question that was reported with some lies was the last one, and that is because students that in the first question answered that their course was 1st or 2nd ESO and they had an official certificate of C1 or C2, which it is impossible according to the level taught in high-schools and in academies. Nonetheless, a great majority answered that they did not have any official certificate, exactly, forty-five students, 58'4%. A1 is a certificate that 9 learners have; 11'7%. A2 a little less, with 6 of them, 7'8%. B1 was the second most answered certificate, with ten students, representing a 13%. B2, the certificate that I thought would be very report, only was answered by three students, 3'9%. C1 was the less answered, with only a student reporting it, 1'3%. Finally, there were 3 answers for C2; which means a 3'9%.



Graphic 10: Answers to question 6 [Own source]

If we compare the results of the students' survey of the questions: "*Quins resultats obtens a l'assignatura d'anglès a l'institut*" with "*Vas a alguna acadèmia per estudiar la llengua anglesa?*" we can see that, when the mark goes up, there are more students that go to an academy. Students that have "*No assolit - NA*", a total of seven, only one goes to an academy, *The Corner*. Learners with "*Assoliment satisfactori - AS*", fifteen of them, surprisingly, anyone go to an academy. Students with "*Assoliment notable - AN*", fifteen of them, only four of them go to *The Corner* and two of them to *English Studio*. Finally, the best mark, "*Assoliment excel·lent - AE*", has been achieved by twenty-two students, where twelve of them go to an academy: five to *Kids & Us*, two to *Big Ben*, four to *The Corner* and one to *English Studio*. Moreover, we can see that, the difficulty of the course does not matter in relation to the marks: the course that we could classify as the most difficult could be 4th ESO (English is an accumulative subject, what means that syllabus made in 1st ESO it is also done in the next courses. If you do not understand it in the first courses that is the basic grammar, in the next courses would be even difficult) because there are lots of students that have an "*AE*".

3.2. Lesson plan

The lesson plan I have prepared is based in 4th ESO's book. I also looked for other files as the 3rd ESO and 1st *Batxillerat* book, and an exam standard level to inspire me about preparing the practise. That way, I have planned some exercises about present and past tenses, prepositions, and modal verbs, among others, to see if they have learnt during the obligatory period of *Educació Secundària Obligatòria* what its curriculum demands to get the diploma. Due to some students that have special necessities in relation to the exams, I have prepared two types of exams: the first one, which was for the majority of the students, had a grammar part based on 8 exercises and a listening¹¹ part, in letter 12; while the second one had six grammar exercises and the same listening, but the letter was at 14 for them to read better.

The students, which have had to complete this exam level, will be 4th ESO students because they are supposed to have learnt the knowledge that ESO's curriculum proposes. Moreover, because it is easier in this course because the main English teacher is my research project's tutor and he could let me a class dedicated only for an exam that it is not in 4th ESO's programme, while others could not have enough time to dedicate a complete class for something external of what the Ministry of Education suggests.

In order to compare the results, I have corrected all the exams and I have compared the marks between those who go to an academy (that it has been the first question) and those who do not go. Then, I have compared them among the four classes (how the ratio of students and its behaviour could affect them when learning English).

Some students answered that they went to an academy to improve their English level. As all of the academies that I had to visit were provided by the students' survey, I did not need an interview with new onews. But there were other academies that the survey did not provide me and I have not gone to those ones. This is because I only had a meeting with those which students who had answered the survey go and take classes.

¹¹ <https://www.englishaula.com/en/cambridge-english-test-exam-preparation/cambridge-english-preliminary-b1-preliminary/listening/exam-parts/exercise-practice-test/3-3-2-6301550246887424/>

At first, my intention of correcting the exams was to discount -0.1 every time the learner made a mistake in a multiple-choice exercise in the final mark, but then, when I looked down on the exams, I realized that no more than the half of the students that did the exam, would reach half of the total mark. So, I changed it and I discounted it in the exercise instead of in the final mark.

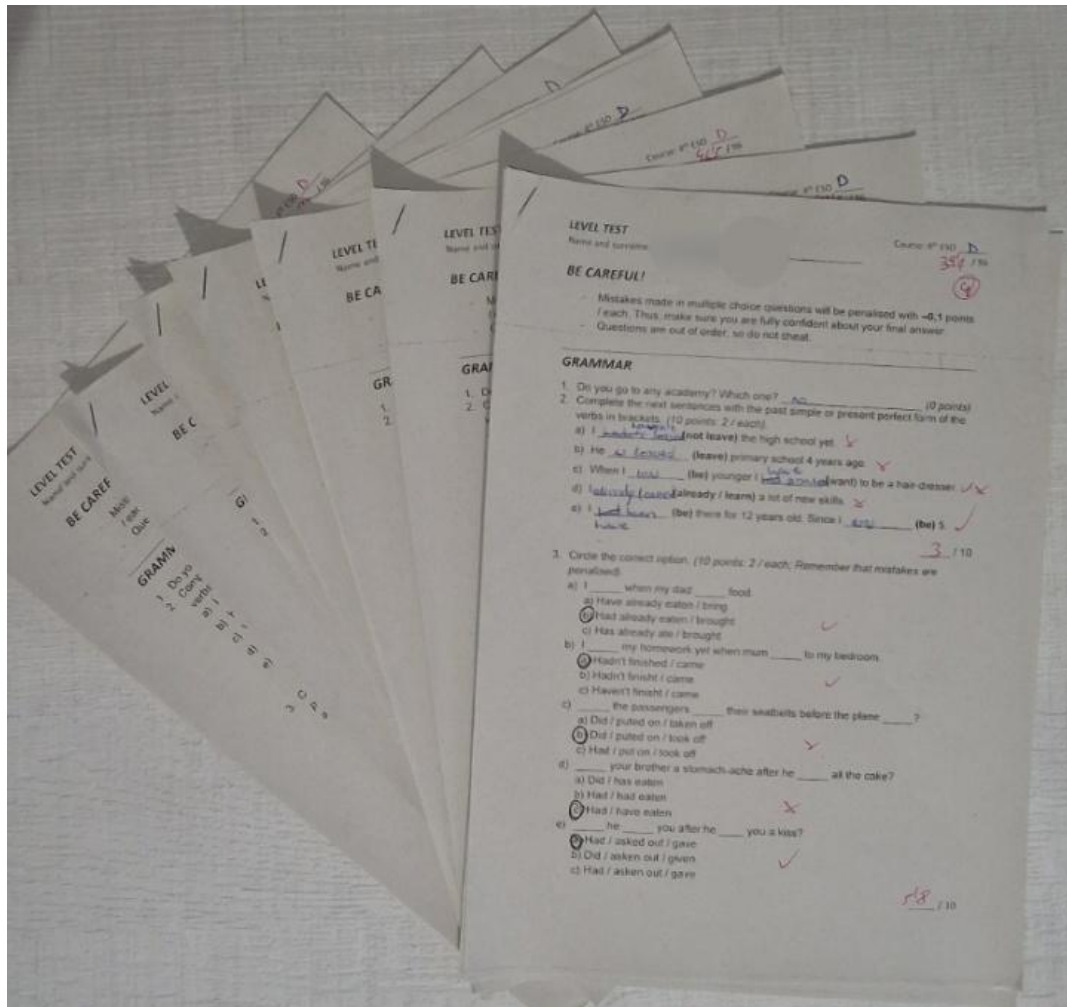


Figure 10: Level tests corrected [Own source]

3.2.1. Lesson plan's analysis

Once the exams have been made and corrected, a total of 66, 18 distributed in class A, 17 in class B, 14 in class C and 17 in class D; I have noticed about the poor marks that students of 4th ESO have obtained: on the one hand and talking about general terms, the highest mark has been a 9'4 out of 10, whereas the lowest one has been 0'1 out of 10. If we focus on the different classes, we have that, in class A, the average of the mark has been a 5'4 out of 10; in class B, has been a 4'2 out of 10; class C has the average of 4'7; finally, class D with an average of 4'6. In conclusion, the only class that has passed the exam has been class A.

GRAMMAR

- Do you go to any academy? Which one? Yes, language House (0 points)
- Complete the next sentences with the past simple or present perfect form of the verbs in brackets. (10 points: 2 / each).
 - I haven't ~~gone~~ left (not leave) the high school yet. ✓
 - He left (leave) primary school 4 years ago. ✓
 - When I was (be) younger I wanted (want) to be a hair-dresser. ✓
 - I have already ~~learned~~ learned (already / learn) a lot of new skills. ✓
 - I 've been (be) there for 12 years old. Since I was (be) 5. ✓

10 / 10
- Circle the correct option. (10 points: 2 / each; Remember that mistakes are penalised).
 - I _____ when my dad _____ food.
 - Have already eaten / bring ✓
 - Had already eaten / brought
 - Has already ate / brought
 - I _____ my homework yet when mum _____ to my bedroom.
 - Hadn't finished / came ✓
 - Hadn't finisht / came
 - Haven't finisht / came
 - _____ the passengers _____ their seatbelts before the plane _____?
 - Did / puted on / taken off ✓
 - Did / puted on / took off
 - Had / put on / took off
 - _____ your brother a stomach-ache after he _____ all the cake?
 - Did / has eaten ✓
 - Had / had eaten
 - Had / have eaten
 - _____ he _____ you after he _____ you a kiss?
 - Had / asked out / gave ✓
 - Did / asken out / given
 - Had / asken out / gave

10 / 10

Figure 11: Correcting level tests [Own source]

On the other hand, being more thorough, the best mark in class A has been an 8'5, whereas the worst one has been a 1'3. In class B, the highest mark has been a 6'2, but the lowest one has been a 1'7 out of ten. Nevertheless, in class C the best one has been a 9'4 while the worst has been a 0'4 out of ten. In class D, instead, the highest mark has been an 8'7 and the lowest a 0'1 out of ten. Learners who go to an academy, a total of 15, have an average of 6'6 out of ten in the exam, whereas students that do not go to an academy, a total of 51, have an average of 4'2 out of ten.

The lesson plan was quite good: all the students that attend that day in class made the exam, but not all of them were there, as they had a school outing. Despite that, all the classes were peaceful. Nevertheless, this quietness made that some people could copy with their classmates or with the mobile phone. I noticed it very simply, because there were not lots of them. There were other students that they did not hide the fact of cheating. Other students did not make the exam, just complete their name and surname and if they did -or not- go to an academy.

3.2.1.1. Lesson plan's curiosities

As curiosities, girls have a better mark than boys with a 4'8 out of ten, the girls, and a 4'7 out of ten, the boys. A total of 14 girls have passed the exam and a total of 17 girls have failed it. Nonetheless, a total of 15 boys have passed it and a total of 20 boys have failed it. The exercise that has gone better has been exercise number 4 and the worst one exercise number 3. Also, there are more students of class A who go to an academy (8), class B (4), later class C (3), and finally D (2).

Moreover, the percentage of passed students has been a 44%, while the percentage of failed students has been a 56%. The percentage of passed girls is a 45%, whereas the percentage of failed girls is a 55%. Talking about the boys, the percentage of passed students is a 43% and the failed percentage is a 57%. Talking about the classes, class A has a total of 66'6% of passed students, and a total of 33'3% of failed students. Class B, has a total of 29'5 passed students and a 70'5% of failed students. Class C has a total of 43% of passed students, while the percentage of failed students is a 57%. Finally, class D has a total of 35'3% of passed students and a total of 64'7% failed students.

Besides that, there are twenty students of 4th ESO that receive some type of extra learning, not only in an academy, but also with private teachers.

On the whole, learners who go to “The Corner”, a total of ten of them, their exams have made an average of 5'48 out of ten. Four students go to “English Studio” and they have reached an average of 7'4. Two of the learners attend a private teacher, with 3'25 points out of ten. There is only a student who goes to “Kids & Us” and has a mark of 5'3. There is also another lonely student who goes to “Capitol School”¹³, and has a 7'13 out of ten. Finally, we have two students that go to “Language House”¹⁴ and they have obtained the maximum average mark if we compare the six institutions: an 8'45 out of ten.

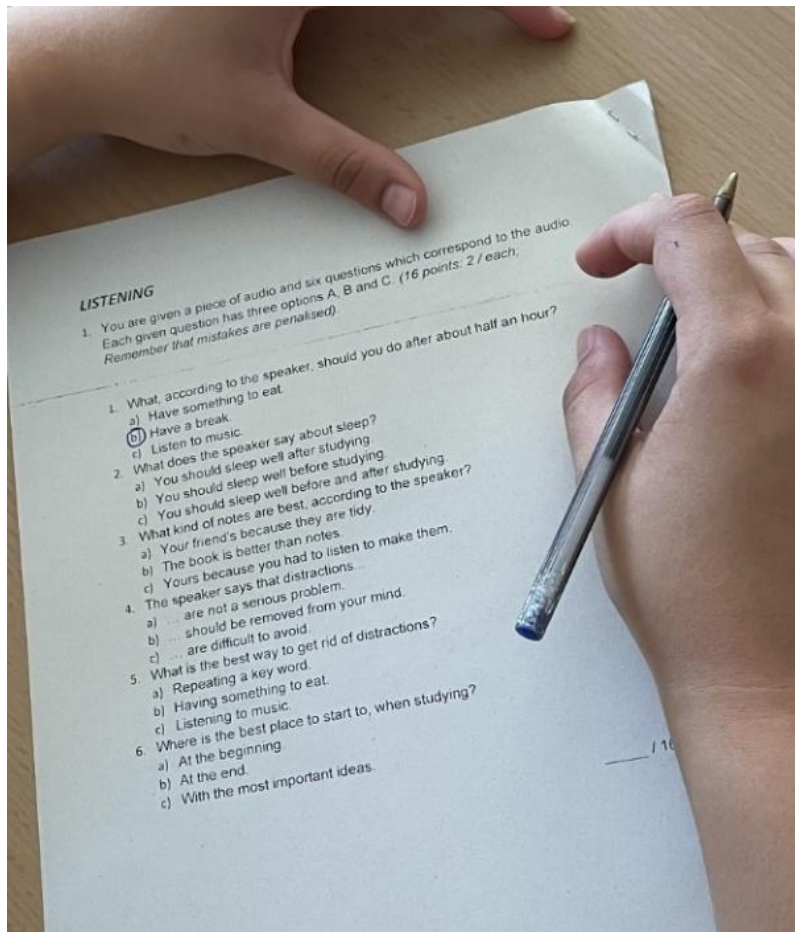


Figure 12: Lesson plan's picture [Own source]

¹³ It is another English academy located in L'Hospitalet de Llobregat. Nevertheless, the academies interviewed were based on the survey and this student did not answer to it.

¹⁴ It is another English academy located in L'Hospitalet de Llobregat. Nevertheless, the academies interviewed were based on the survey and these students did not answer to it.

3.3. Interviews

Once I had closed the students' survey, I analysed if they go to an academy – or not – and which. Thus, I got in touch with them and arranged a presential meeting to ask the director or the head teachers of the different academies the questions I had prepared them to know a little bit more of, in general terms, their way of teaching, the number of students they have, the books they use, etc.

They were asked to answer several questions: <How many years has the academy been teaching?>; <Do you take exams?>; <How many?>; <Do you evaluate by terms or directly at the end of the course?>; <Which is the average grade?>; <How many students, in general terms, does the academy have?>; <How many students are in class (talking about the ratio)?>; <What courses do you impart? (Relate it to primary until high-school, for instance)>; <Which is your teaching method?>; <Which book do you use? (For example, Cambridge, etc)>; <Are your students presented into official exams?>; <Which is the pass students' rate?>; <The history of the academy (when, why, by whom, etc)>. For make it easier for me to transcript the interviews, the head-teachers and directors were asked if their voice could be recorded. With their approval, the audio of our conversation has been audiotaped for then transcript it with more facility and to avoid important information missed.

On the other hand, two teachers from mine high-school were interviewed. They are teachers of English, German and French. These interviews have been made in order to understand better the methodology of it in a deeper way, not only as a student. The French and German teachers have been useful in order to compare the French's and German's marks (as non-obligatory subjects in the high-school) between the English's marks (as an obligatory subject). This has helped me because learners who attend to French and German classes are non-obligated, thus, their marks could be higher in relation to all the students who attend English classes, who are obligated. The questions they were asked to answer are quite similar, but less in comparison to the academies ones: <How many years have you been teaching?>; <Do you take exams?>; <How many?>; <Do you evaluate by terms or directly at the end of the course?>; <Which is the average grade in your course?>; <How many students, in general terms, do you have?>; <How many students are in class?>; <What courses do you impart?>; <Which is the teaching method do you use?>; <Which books do you use?>.

3.3.1. Academies' interviews analysis

3.3.1.1. Shay O'Toole's interview analysis

The first meeting I had was with the head teacher's The Corner, Shay O'Toole. As I have been more than 10 years in that academy, I preferred beginning the interviews with him because I can talk with him more often than with the other academies without having to seek a meeting in case I have more doubts or questions. Also, because I feel more confident and that could help me in order to develop more questions, fix the ones that are incorrect, etc.

It was such a great interview, all the questions were asked and answered perfectly, without having any problem. There were some questions that I knew the answer but I preferred to ask him anyway. Otherwise, I learned new details that I was unaware of.

3.3.1.2. Eva Pardo's interview analysis

The second one was with the director's English Studio, Eva Pardo. We had a longer interview than with Shay, as I did not know anything about this academy. Apart from the prepared questions I had, I asked for more information in order to compare it with the information that the first interview provided me. Then, once we had finished with the conference, she showed me the installations and explained me a little more of the organisation with classes and students to complete the information she offered me.

3.3.1.3. Elisabeth Gala's interview analysis

The third interview I had was with the director's Kids & Us, Elisabeth Gala, which was quite longer than the other meetings. This academy uses a different methodology in comparison to the others, as is an own method, hence, it took more time for explaining all the classes, students and the methodology. She also showed me some books and other material to understand more the syllabus and the method they use.

3.3.1.4. Merche's interview analysis

The fourth one was with the secretary's Big Ben, Merche, because the director was not there and she could help me. We had the shortest interview but because it was precisely. In so, we have talked about the redacted questions and others that were appearing with the evolution of the conversation.

3.3.2. Teachers' interviews analysis

3.3.2.1. Adrià de Gràcia's interview analysis

The second to last interview was with an English and German teacher, Adrià de Gràcia. At the beginning, the idea of asking him for the marks of the German students he had was not in the first questions, but then, I realized that it was, as French, another non-obligatory language, so, the information could help me in order to analyse and compare, and to conclude the hypothesis and other data provided to me. He told me that he teaches about forty-five students, and their average mark is about a six up to ten. However, he also teaches German, and my thought about the higher marks in a non-obligatory subject was incorrect; students have an average of four or five up to ten. This fact can be also determined because students usually attend as an extracurricular activity, English classes, and not German classes, only a few of them.

3.3.2.2. Gemma Ribes' interview analysis

The sixth and the last interview was with an English and French teacher, Gemma Ribes. It was, as she said: "short and sweet". There were some answers that surprised me, and other that I knew from the other interviews. Thus, she contributed with new and important information for the development of the conclusions and the final answer for the result of the hypothesis. She commented to me some answers that were the same than Adrià's, as the institution is the same. For instance, books used. However, the marks their students used to get in French were higher than the average of the English marks, a six up to ten, compared to a seven of the non-obligatory subject. In comparison to the average mark of students of German, is also higher, a seven in French and a four or five in German. This fact confirms, on the one hand, the hypothesis that as French is not obligatory for students, their marks would be more elevated. Nevertheless, on the other

hand, the mark of the other subject, which is not obligatory for learners, refutes the same hypothesis.

Moreover, she likes to teach in a communicative way, and not at all as a playful class. She thinks that, in a course as 2nd *Batxillerat*, the class cannot be taught as a dynamic lesson because at the end of it, students would have an important exam where the objective is to achieve the best mark as possible in the skills of reading, listening and writing.

3.3.3. Audio interviews



Figure 13: QR's audio interviews [Own source]

4. Conclusions

After having spent almost a year searching for a solution to my hypothesis, and, thus, to achieve my objectives and the search question, I have concluded that:

Firstly, I noticed that, according to the survey sent to teachers, the great majority of those who answered it were aware that going to an academy increased the English level. However, the lesson plan and the survey I sent to students, did not answer the same: learners without doing an extra-curricular activity related to English language, also get the best mark (*AE*); whereas students who go to an academy, also could get low marks, as *NA* or *AS*.

Furthermore, I realized that not all the teachers think the same about the increase of the marks depending on if they go – or not – to English classes. Nonetheless, more than half of them believe that this fact does increase the marks.

On the other side, the marks their students achieved are quite lower, being the average on 5'1 up to ten.

Secondly, students who go to an academy, largely have good marks, but there are others that have obtained less than a 7, a mark that is quite low if the learner attend an academy. On the other hand, I also noticed that as students' grades got higher, the number of students going to an academy grew proportionally. So, at the lowest grade I found only one student taking extracurricular English classes, at the second lowest grade I found that there are no students attending English classes and getting this mark. However, four students go to an academy and get the second highest mark. But of the 22 students who get the best mark, twelve of them go to an academy.

Thirdly, the lesson plan was as I thought, the great of the students having *NA* and not too much having among *AS* to *AE* (this finally mark not being achieved by more than four students). That showed me that students, although going to academies, marks not were as high as I thought at the beginning.

Moreover, the interviews demonstrated to me all the differences that the different academies had among them. Not only the methodology, but also the ratio number in class, publisher books, official English exams, etc. Made me notice about the different ways which students of the high-school were taught.

Besides that, the interviews done to the two different teachers in the high-school showed me that, in the non-obligatory subject French, students get better marks in comparison to the English ones. Nonetheless, in the other non-obligatory subject provided by this institution, German, learners do not overcome the English marks.

I also noticed about the different ways the teachers instruct and how the levels they train affect to it; whereas the first teacher, who does classes for 1st *Batxillerat* and 3rd *ESO* tries to impart an amusing class and trying to impart it the lighter as he can, the second teacher, who teaches classes to 1st and 2nd *Batxillerat*, tries to communicate as much as she can, and also emphasize in writing well.

Afterwards, if I had to decide which institution is better, I would say that receiving education from an academy is better than in a high-school (whichever), as the attention is more effective (there are less students each class), the great majority in academies are there because they want (there are others that they are obligated by their parents, but they quickly are dropped out from the academy because the family is losing money). Then, course books usually are more focused on learning as much level as possible, whereas in the high-school is focused on learning the minimum level where the student is able to take a natural conversation. However, in academies usually the first and the second course (P3 and P4) are free, for then have the family like obligated to continue because they see that their child is learning and improving his/her English level. In the *ESO*'s period, students are obligated although they do not want, to practice and to attend English classes, and usually is the most failed subject.

Finally, and once considered all the previous data, I can state that, going to an academy do not increase exponentially the results of the students, but this fact enhances their marks subtly.

Therefore, the hypothesis "going to an academy makes exponentially better marks for students" is totally false.

5. Works cited

5.1. Webography

(N.d.). [Online]. [Retrieved September 19, 2022], from

<<http://www.posgrado.ftsydh.uanl.mx/wp-content/uploads/2015/06/GUIA-DE-ESTILO-PARA-LA-PRESENTACION-DE-TESIS.pdf>>

Acadèmia d'Anglès i Formació Subvencionada. (2022, October 7). [Online]. The Corner. [Retrieved April 25, 2022], from <<https://thecorner.cat/>>

Alfageme González, M. B; Fuentes Pérez, P. Facultad de Educación, Universidad de Murcia. Guía para citar y referenciar documentos en trabajos académicos. [Online]. [Retrieved July 16, 2022], from <https://www.um.es/documents/299436/11765976/docAPA_FacEd_Marzo19+Aprobado.pdf/0d281f7d-f535-4418-99e9-b936bffa60c7#:~:text=Los%20documentos%20normativos%20se%20citan,a%20la%20diversidad%20del%20alumnado>

Alvarado, E. (2019, junio 7). 50 inspiring language quotes for language learners. Spanish Mama; Elisabeth Alvarado. [Online]. [Retrieved September 28, 2022], from <<https://spanishmama.com/language-quotes-for-language-learners/>>

Ben, B. Escuela de idiomas Sant Joan Despí desde 1983. [Online]. [Retrieved September 20, 2022], from <<https://bigben.cat/>>

BOE.es - BOE-A-1970-852 Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa. (n.d.). [Online]. [Retrieved September 21, 2022], from <<https://www.boe.es/buscar/doc.php?id=BOE-A-1970-852>>

BOE.es - BOE-A-1990-24172 Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo. (n.d.). [Online]. [Retrieved September 21, 2022], from <<https://www.boe.es/buscar/doc.php?id=BOE-A-1990-24172>>

BOE.es - BOE-A-2002-25037 Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación. (n.d.). [Online]. [Retrieved September 21, 2022], from <<https://www.boe.es/buscar/doc.php?id=BOE-A-2002-25037>>

BOE.es - BOE-A-2006-7899 Ley Orgánica 2/2006, de 3 de mayo, de Educación. (n.d.). [Online]. [Retrieved September 21, 2022], from <<https://www.boe.es/buscar/doc.php?id=BOE-A-2006-7899>>

BOE.es - BOE-A-2013-12886 Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa. (n.d.). [Online]. [Retrieved September 21, 2022], from <<https://www.boe.es/buscar/act.php?id=BOE-A-2013-12886>>

BOE.es - BOE-A-2020-17264 Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. (n.d.). [Online]. [Retrieved September 21, 2022], from <https://www.boe.es/diario_boe/txt.php?id=BOE-A-2020-17264>

Cambridge Assessment English. (n.d.). [Online]. *Los nombres de nuestros exámenes han cambiado*. [Retrieved May 5, 2022], from <<https://www.cambridgeenglish.org/es/exams-and-tests/qualifications/new-exam-names/>>

Cañaveras, A. ¿Cuánto dinero cuesta sacarse un título oficial de inglés? Heraldo de Aragón. [Online]. [Retrieved July 17, 2022], from <<https://www.heraldo.es/noticias/aragon/2019/03/13/cuanto-dinero-cuesta-sacarse-un-titulo-oficial-de-ingles-1302674.html>>

DeepL Translate: The world's most accurate translator. (n.d.). [Online]. [Retrieved July 31, 2022], from <<https://www.deepl.com/translator>>

Diccionario Cambridge Inglés y Tesauro gratuitos. (2022, October 5). [Online]. [Retrieved April 22, 2022], from <<https://dictionary.cambridge.org/es/>>

eInforma. (n.d.). [Online]. EINFORMA. Información De Empresas | Informes De Empresas | Datos De Empresas Y Registros Empresas. [Retrieved August 1, 2022], from <<https://www.einforma.com/informacion-empresa/institut-miquel-marti-pol/>>

ENGLISH STUDIO CORNELLA / ACADEMIA DE INGLÉS / FIRST CERTIFICATE EXAMS. (n.d.). [Online]. Englishstudio. [Retrieved September 20, 2022], from <<https://www.englishstudiocornella.com/englishstudiocornella>>

English to French, Italian, German & Spanish Dictionary. (n.d.). [Online]. WordReference.com. [Retrieved April 25, 2022], from <<https://www.wordreference.com/>>

Fundación Atresmedia. ¿Qué es la Formación Profesional? [Online]. [Retrieved July 16, 2022], from <https://www.descubrelafp.org/informate/que-es-la-fp/que-formacion-profesional_201807195b51a5c30cf21a384233e16d.html>

Generador QR. Códigos QR Gratuitos. (2020, November 9). [Online]. Códigos QR. [Retrieved September 22, 2022], from <<https://www.codigos-qr.com/generador-de-codigos-qr/>>

Gisbert da Cruz, X. LAS LENGUAS EXTRANJERAS EN EL SISTEMA EDUCATIVO ESPAÑOL. [Online]. Ebspain.es. [Retrieved July 16, 2022], from <<https://www.ebspain.es/index.php/blog/420-las-lenguas-extranjeras-en-el-sistema-educativo-espanol>>

IELTS, TOEFL o Cambridge: ¿Qué examen es mejor para ti? (2022, May 20). [Online]. GlobalExam Blog. [Retrieved July 18, 2022], from <<https://global-exam.com/blog/es/ielts-toefl-y-cambridge-que-examen-es-mejor-para-ti/>>

Información, L. Cataluña elimina las notas de 0 a 10 en la Primaria y las reemplaza por diversos “logros.” [Online]. La Información. [Retrieved May 7, 2022], from <https://www.lainformacion.com/asuntos-sociales/cataluna-elimina-primaria-reemplaza-diversos-notas_0_981503102/>

Inglés para Niños de 1 a 18 Años - Kids&Us. (n.d.). [Online]. KIDS&US. [Retrieved September 20, 2022], from <<https://www.kidsandus.es/es/>>

Inglés, la lengua inglesa - Lecciones de inglés en Internet. (n.d.). [Online]. [Retrieved May 5, 2022], from <<https://www.gymglish.com/es/gymglish/lengua-inglesa>>

Morán, M. Educación. Desarrollo Sostenible. [Online]. [Retrieved July 25, 2022], from <<https://www.un.org/sustainabledevelopment/es/education/>>

REAL ACADEMIA ESPAÑOLA. [Online]. Diccionario panhispánico del español jurídico (DPEJ). [Retrieved July 16, 2022], from <<https://dpej.rae.es/>>

Sanchez, C. (2021, February 12). [Online]. *¿Cómo citar una Imagen o Fotografía? – Normas APA.* [Retrieved September 21, 2022], from <<https://normas-apa.org/referencias/citar-imagen-o-fotografia/>>

Sánchez, C. Citar Leyes y Documentos Legales – Referencia Bibliográfica. [Online]. Normas APA (7ma edición). [Retrieved July 16, 2022], from <<https://normas-apa.org/referencias/citar-leyes-documentos-legales/>>

Scribbr. (n.d.). [Online]. *APA Style 7th edition Archieven.* [Retrieved April 22, 2022], from <<https://www.scribbr.com/category/apa-style/>>

TR: Educació espanyola. Tràmit o trampolí? – Coneixements – Citilab. (n.d.). [Online] [Retrieved October 12, 2022], from <<https://coneixements.citilab.eu/item/tr-educacio-espanyola-tramit-o-trampoli/>>

TRADUCTOR de Cambridge | inglés español. (2022, October 5). [Online]. [Retrieved June 21, 2022], from <<https://dictionary.cambridge.org/es/translate/>>

Tuggy, N. Focus in vs focus on. [Online]. English Language Learners Stack Exchange. [Retrieved April 26, 2022], from <<https://ell.stackexchange.com/questions/114872/focus-in-vs-focus-on>>

Up!, E. W. (2022, July 28). [Online]. *Condicionales en inglés: Resumen, ejemplos y ejercicios.* What's Up! [Retrieved May 7, 2022], from <<https://whatsup.es/blog/aprende-por-fin-usar-condicionales-en-ingles>>

Wikipedia contributors. Curso de Orientación Universitaria. [Online]. Wikipedia, The Free Encyclopedia. [Retrieved July 16, 2022], from <<https://es.wikipedia.org/w/index.php?title=Curso de Orientaci%C3%B3n Universitaria&oldid=140498963>>

Wikipedia contributors. Educación Secundaria Obligatoria. Wikipedia, The Free Encyclopedia. [Online]. [Retrieved July 16, 2022], from <<https://es.wikipedia.org/w/index.php?title=Educaci%C3%B3n Secundaria Obligatoria&oldid=144624675>>

5.2. Bibliography

MCBETH, C. (2018) *New Pulse 3, Student's Book*. Spain: Macmillan education, Spain.

- (2019) *New Pulse 4, Student's Book*. Spain: Macmillan education.

HIGGINS, E. (2021) *Prospects 1, Student's Book*. Spain: Macmillan education.

5.3. Iconographic resources

Figure 1: Adapted from: Wikipedia Contributors. ODS 4: Quality Education <[https://es.wikipedia.org/wiki/Objetivo de Desarrallo Sostenible 4](https://es.wikipedia.org/wiki/Objetivo_de Desarrallo Sostenible 4)>

Table 1: Adapted from: da Cruz, X. G. (s/f). *Foreign languages in the different educational laws*. EB Association. <<https://www.ebspain.es/index.php/blog/420-las-lenguas-extranjeras-en-el-sistema-educativo-espanol>>

Figure 4: Adapted from: *Pureza de María Santa Cruz | Cambridge English*. <<https://pmaria-santacruz.com/cambridge-english/>>

Figure 5: Adapted from: The Corner. *The Corner | CAPMAN* <<https://school.thecorner.cat/>>

Figure 6: Adapted from: Tarragona, E. *Cambridge Learner Partner*. <<https://www.google.com/search?q=cambridge+english+partner&rlz=1C1GCEU en ES 975&source=lnms&tbm=isch&sa=X&ved=2ahUKEwijiZmr7aL6AhUghP0HHTiEBb4Q AUo AXoECAEQAw&cshid=1663659347827884&biw=1517&bih=631&dpr=0.9#imgsrc=2BBrjATURUnzAM>>

Figure 7: Adapted from: English Studio. *English Studio*. <<https://www.guia33.com/item/english-studio-cornella/>>

Figure 8: Adapted from: Kids & Us. *Kids & Us*. <<http://empresas.navalcarnero.es/empresas/kids-us-language-school/>>

Figure 9: Adapted from: Ben, B. *Big Ben Idiomes*. <<https://bigben.cat/>>

Table 3: Adapted from: da Cruz, X. G. (s/f). *Foreign languages in the different educational laws*. EB Association <<https://www.ebspain.es/index.php/blog/420-las-lenguas-extranjeras-en-el-sistema-educativo-espanol>>

6. Appendix

6.1. Teachers' survey

In which province of Spain do you teach? *

Tu respuesta _____

Which courses do you teach? *

1st ESO

2nd ESO

3rd ESO

4th ESO

1st Bachillerato

2nd Bachillerato

Others

What's the average grade in the courses you impart?

0-4

5-6

7-8

9-10

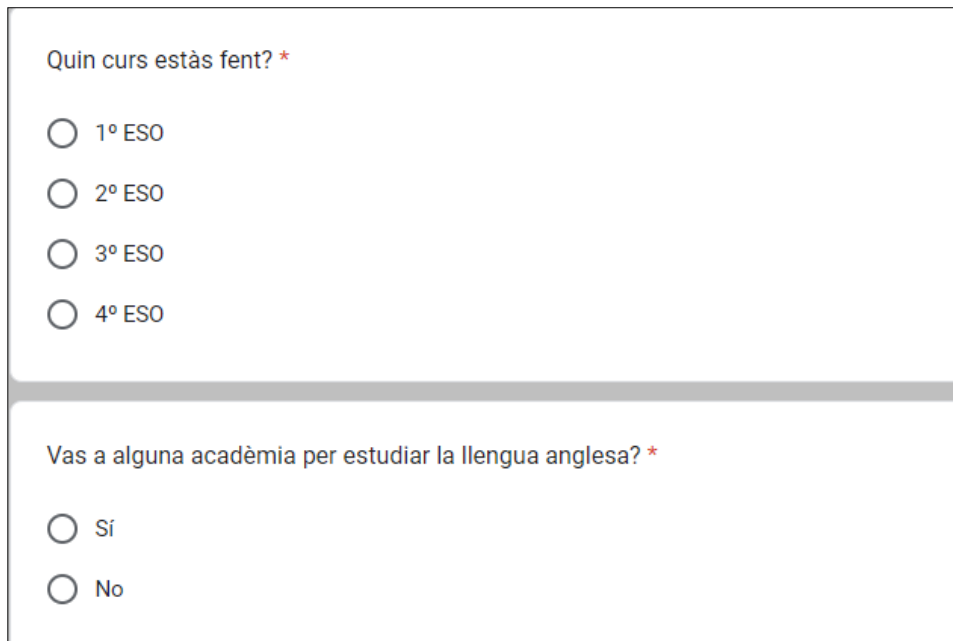
Have you noticed better results in students that study English in an academy or as an after-school activity? *

Yes

No

Figure 14: Teachers' survey [Own source]

6.2. Students' survey



Quin curs estàs fent? *

1º ESO

2º ESO

3º ESO

4º ESO

Vas a alguna acadèmia per estudiar la llengua anglesa? *

Sí

No

Figure 15: Students' survey [Own source]

Si a l'anterior pregunta has respost "sí", a quina?

Tu respuesta _____

Fas algun tipus d'activitat que pugui millorar el teu nivell d'anglès? Quina? *

Tu respuesta _____

Quins resultats obtens a l'assignatura d'anglès a l'institut? *

No assoliment - NA

Assoliment satisfactori - AS

Assoliment notable - AN

Assoliment excel·lent - AE

Tens algun títol OFICIAL d'anglès? *

No

Sí, Nivell A2 - Flyers (YLE Flyers)

Sí, Nivell B1 - Preliminary English Test (PET)

Sí, Nivell B2 - First Certificate in English (FCE)

Sí, Nivell C1 - Certificate in Advanced English (CAE)

Sí, Nivell C2 - Certificate of Proficiency in English (CPE)

Figure 16: Students' survey [Own source]

6.3. Level test (12)

LEVEL TEST Course: 4th ESO _____
 Name and surname _____ _____ / 96

BE CAREFUL!

- Mistakes made in multiple choice questions will be penalised with **-0,1 points** / each. Thus, make sure you are fully confident about your final answer.
- Questions are out of order, so do not cheat.

GRAMMAR

1. Do you go to any academy? Which one? _____ (0 points)

2. Complete the next sentences with the past simple or present perfect form of the verbs in brackets. (10 points: 2 / each).

- a) I _____ (**not leave**) the high school yet.
- b) He _____ (**leave**) primary school 4 years ago.
- c) When I _____ (**be**) younger I _____ (want) to be a hair-dresser.
- d) I _____ (**already / learn**) a lot of new skills.
- e) I _____ (**be**) there for 12 years old. Since I _____ (**be**) 5.

_____ / 10

3. Circle the correct option. (10 points: 2 / each; Remember that mistakes are penalised).

- a) I _____ when my dad _____ food.
 - a) Have already eaten / bring
 - b) Had already eaten / brought
 - c) Has already ate / brought
- b) I _____ my homework yet when mum _____ to my bedroom.
 - a) Hadn't finished / came
 - b) Hadn't finisht / came
 - c) Haven't finisht / came
- c) _____ the passengers _____ their seatbelts before the plane _____?
 - a) Did / puted on / taken off
 - b) Did / puted on / took off
 - c) Had / put on / took off
- d) _____ your brother a stomach-ache after he _____ all the cake?
 - a) Did / has eaten
 - b) Had / had eaten
 - c) Had / have eaten
- e) _____ he _____ you after he _____ you a kiss?
 - a) Had / asked out / gave
 - b) Did / asken out / given
 - c) Had / asken out / gave

_____ / 10

Figure 17: Level test [Own source]

4. Circle the correct words. (10 points: 2 / each; Remember that mistakes are penalised).

- a) You like barbecue pizza, **don't** / like you?
- b) Charlie's really good at basketball, **doesn't** / **isn't** he?
- c) You didn't see Mariah las night, **did** / **didn't** you?
- d) Charlotte was first in the race, **didn't** / **wasn't** she?
- e) Mum's gone to work, **doesn't** / **hasn't** she?

_____ / 10

5. Circle the correct articles. If no article is needed, circle the dash (-). (10 points: 2 / each; Remember that mistakes are penalised).

- a) I love reading **the** / - books. Are so interesting.
- b) I'm watching **a** / **the** film about teenager's love.
- c) Have you eaten **the** / **an** apple?
- d) **An** / **a** English boy has been arrested.
- e) Trueno, who's - / **a** singer, is from Argentina.

_____ / 10

6. Circle the correct option. (10 points: 2 / each; Remember that mistakes are penalised).

- a) I **might** / **must** get a new phone, but I'm not sure.
- b) Passengers **might** / **must** not speak to the driver.
- c) You **don't have to** / **ought not to** pay to enter the museum. It's free.
- d) I **can** / **could** ride a bike when I was 5.
- e) You **may** / **should** practise if you want to improve.

_____ / 10

Figure 18: Level test [Own source]

7. Complete with the correct comparative or superlatives. (10 points: 2 / each).

- a) Jack is _____ (**tall**) I am.
- b) I'm _____ (**good**) you at tennis.
- c) Which is _____ (**bad**) football team in Spain? _____
- d) I find videogames _____ (**interesting**) television.
- e) This is _____ (**expensive**) meal I've ever eaten.

_____ / 10

8. Complete with new words formed from the words in brackets. (10 points: 2 / each).

- a) I'm lost and I don't know which _____ (**direct**) to go in!
- b) Education increases your understanding and your _____ (**know**).
- c) _____ (**science**) think that climate change is getting worse.
- d) I listen to my teacher's _____ (**explain**) carefully.
- e) It's _____ (**danger**) to let your dog run in the road.

_____ / 10

9. Circle the correct option. (10 points: 2 / each; Remember that mistakes are penalised).

- a) We're meeting **at / on** 10 o'clock, so don't be late.
- b) When the plane arrived **at / in** the airport, we could get off / off.
- c) Megan's not very keen **on / with** travelling by car.
- d) Our team finally succeeded **in / on** winning the match.
- e) Is your birthday **at / in** January or February?

_____ / 10

Research project: The influence of English academies on students's evaluations 3

Figure 19: Level test [Own source]

LISTENING

1. You are given a piece of audio and six questions which correspond to the audio. Each given question has three options A, B and C. Answer carefully. (16 points: 2 / each; Remember that mistakes are penalised).

1. What, according to the speaker, should you do after about half an hour?
 - a) Have something to eat.
 - b) Have a break.
 - c) Listen to music.
2. What does the speaker say about sleep?
 - a) You should sleep well after studying.
 - b) You should sleep well before studying.
 - c) You should sleep well before and after studying.
3. What kind of notes are best, according to the speaker?
 - a) Your friend's because they are tidy.
 - b) The book is better than notes.
 - c) Yours because you had to listen to make them.
4. The speaker says that distractions...
 - a) ... are not a serious problem.
 - b) ... should be removed from your mind.
 - c) ... are difficult to avoid.
5. What is the best way to get rid of distractions?
 - a) Repeating a key word.
 - b) Having something to eat.
 - c) Listening to music.
6. Where is the best place to start to, when studying?
 - a) At the beginning.
 - b) At the end.
 - c) With the most important ideas.

_____ / 16

3

Research project: The influence of English academies on students's evaluations

Figure 20: Level test [Own source]

6.4. Level test (14)

LEVEL TEST Course: 4th ESO _____
 Name and surname _____ / 76

BE CAREFUL!

- Mistakes made in multiple choice questions will be penalised with – **0,1** points / each. Thus, make sure you are fully confident about your final answer.
- Questions are out of order, so do not cheat.

1. Do you go to any academy? Which one? _____ (0 points).
 2. Complete with the correct conditional forms. (10 points: 2 / each).

a) If water _____ (**boil**), it _____ (**evaporate**).
 b) If I _____ (**take**) the risk, I _____ (**lose**) a great opportunity.
 c) She _____ (**not ask**) you for help if she _____ (**know**) to do it herself.
 d) If you _____ (**come**) for the weekend, we _____ (**go**) to the cinema.
 e) If I _____ (**be**) you, I _____ (**study**) since now!
 _____ / 10

3. Put a tick (✓) if correct and a cross (X) if incorrect. (10 points: 2 / each).

a) Is Paula working on her project at the moment? _____
 b) How often you do has a music lesson? _____
 c) Do Alfie have any pets? _____
 d) How much that video game does cost? _____
 e) Where did you go for dinner last night? _____
 _____ / 10

4. Circle the correct articles. If no article is needed, circle the dash (-). (10 points: 2 / each; Remember that mistakes are penalised).

a) I love reading **the** / - books. Are so interesting.
 b) I'm watching **a** / **the** film about teenager's love.
 c) Have you eaten **the** / **an** apple?
 d) **An** / **a** English boy has been arrested.
 e) Trueno, who's - / **a** singer, is from Argentina. _____ / 10

Figure 21: Level test [Own source]

5. Circle the correct option. (10 points: 2 / each; Remember that mistakes are penalised).
- a) I **might / must** get a new phone, but I'm not sure.
 - b) Passengers **might / must** not speak to the driver.
 - c) You **don't have to / ought not to** pay to enter the museum. It's free.
 - d) I **can / could** ride a bike when I was 5.
 - e) You **may / should** practise if you want to improve.
- _____ / 10
6. Complete with the correct comparative or superlatives. (10 points: 2 / each)
- a) Jack is _____ (**tall**) I am.
 - b) I'm _____ (**good**) you at tennis.
 - c) Which is _____ (**bad**) football team in Spain?
 - d) I find videogames _____ (**interesting**) television.
 - e) This is _____ (**expensive**) meal I've ever eaten.
- _____ / 10
7. Circle the correct option. (10 points: 2 / each; Remember that mistakes are penalised).
- a) We're meeting **at / on** 10 o'clock, so don't be late.
 - b) When the plane arrived **at / in** the airport, we could get of / off.
 - c) Megan's not very keen **on / with** travelling by car.
 - d) Our team finally succeeded **in / on** winning the match.
 - e) Is your birthday **at / in** January or February?
- _____ / 10

Figure 22: Level test [Own source]

LISTENING

1. You are given a piece of audio and six questions which correspond to the audio. Each given question has three options A, B and C. Answer carefully. (16 points: 2 / each; Remember that mistakes are penalised).

1. What, according to the speaker, should you do after about half an hour?
 - a) Have something to eat.
 - b) Have a break.
 - c) Listen to music.
2. What does the speaker say about sleep?
 - a) You should sleep well after studying.
 - b) You should sleep well before studying.
 - c) You should sleep well before and after studying.
3. What kind of notes are best, according to the speaker?
 - a) Your friend's because they are tidy.
 - b) The book is better than notes.
 - c) Yours because you had to listen to make them.
4. The speaker says that distractions...
 - a) ... are not a serious problem.
 - b) ... should be removed from your mind.
 - c) ... are difficult to avoid.
5. What is the best way to get rid of distractions?
 - a) Repeating a key word.
 - b) Having something to eat.
 - c) Listening to music.
6. Where is the best place to start to, when studying?
 - a) At the beginning.
 - b) At the end.
 - c) With the most important ideas.

_____ / 16

Figure 23: Level test [Own source]

6.5. Transcript interviews

6.5.1. Shay O'Toole, The Corner

Hestia: (...) Is for mine research project.

Shay: OK.

Hestia: Yes? And as I said, it was about the influence of English academies on students' evaluations.

Shay: Come on!

Hestia: OK, so, how many years has the academy been teaching?

Shay: (Hesitation). Like forty years or so.

Hestia: Forty?

Shay: (Affirmation sound)

Hestia: Wow... This is a silly question; do you take exams?

Shay: Yes, (?) we take exams, but it is not the objective of the academy. The objective is to learn to speak English, you know?

Hestia: OK, and how many exams?

Shay: (Hesitation). Well, this year for first certificate (FCE) were like sixty or so and then for advanced maybe another twenty or thirty so then over the course of the year are one hundred, maybe, students taking exams...

Hestia: Perfect, and do you evaluate by terms or directly at the end of the course?

Shay: Well, it depends on the course, it depends on the level, like kids do not really take exams, but then there are courses that are specific for exam preparations so they do take trimestral exams, biennial exams or twenty-day exams, whatever...

Hestia: OK, and which is the average grade of the marks?

Shay: Again, it depends on the level, I mean, if the younger learners take exams the average is quite high, very high actually because, you know, is to encourage more than evaluate...

Hestia: Yes.

Shay: ... because there's an ongoing evaluation by teachers throughout the course, so the exams are, you know, are just another form of evaluation and then I do not know, I mean, it's hard to say because for first certificate the average can be, I do not know, because you know, it is a difficult level...

Hestia: Yeah!

Shay: ...it is very difficult to say. (laughs).

Hestia: Well, and how many students, in general terms, does the academy have?

Shay: Wow! (laughs). Over the course of the year because we run courses that are subsidized (hesitation) by foreign bodies such as SEPE¹⁵, SOC¹⁶ and consortium classes and these courses start... and are short courses, we are going to say short classes like three months or something similar. So, it's hard to say, like, I mean, in the academy, from September to June are seven hundred students and then plus the other activities like another seven hundred students more, a total of 1400 students.

Hestia: Oh, wow! And the ratio of students in class?

Shay: The?

Hestia: The number of students that are in each class?

Shay: About the average?

Hestia: What?

Shay: Average? Eight.

Hestia: Eight.

Shay: And then for academy classes we have a maximum of twelve and then COVID-19 was difficult with this...

Hestia: Yes...

Shay: the pandemic we had to, like, reduce the number of students of some classes. Then some classrooms are bigger than others and that facilitate a greater number of students than other classes. For instance, this one is, you know, you can sit twelve students on here but there are classrooms that are little smaller... an average of eight.

Hestia: OK, and what courses do you impart, I do not know from primary until high-school...

Shay: Oh yes! P3¹⁷ through adult courses.

Hestia: Well, and which is your teaching method?

Shay: The principal objective of the school is that the student leaves The Corner being able to attend a university course in English or to attend a job interview in English, too. So, we focus a lot on speaking and listening skills. On the other hand, classes should be dynamic and fun because most of the students have been at school and the last activity they want are non-dynamic classes, you know, page sixty-six, exercises three, four, five and six, or whatever, you know. We try to make classes as fun as possible... as dynamic as possible.

¹⁵ *Servicio Público de Empleo Estatal.*

¹⁶ *Servei d'Ocupació a Catalunya.*

¹⁷ It is a non-obligatory teaching which is impart in primary schools. Students are three, four and five years old depending on their level (P3, P4 and P5 and if have not repeated any course).

Hestia: OK; and which books do you use?

Shay: (hesitation) Regarding books, we have a deal, we work hand in hand with Cambridge University Press, we try their editions of books always.

Hestia: Well, and are your students presented into official exams?

Shay: Again, it is not the objective of school, but unfortunately, we live in a world where a piece of paper or students that have certain diplomas as B2 and C1 qualifications are essential to get into courses or to qualify, yeah, so we prepare students for first certificate and then C1s as well, but also some TOEFL¹⁸ exams for students that want an outside opinion of... evaluation of its course.

Hestia: OK, and... wow, that's a difficult question: which is the pass students' grade?

Shay: Is extremely high because, I mean, like, who knows what's going to happen in the exam I mean, for example, in a couple of weeks, sixteen students are to take FCE on the second of July and we are hoping for a hundred per cent pass grade, but some people can have a bad day... there are a lot of factors playing against...

Hestia: Yeah, yeah, I know first-hand (laughs)

Shay: Sure!

Hestia: And the final question is: the history of the academy (when, why, by whom...)

Shay: Yeah! Well obviously, the director is Jordi and I think it took over, something like thirty years ago, from a cousin of him who started an academy here in Cornellà, and then Jordi changed the location that used to be near the Town Hall Square and he brought it over here in relation to the better facilities there are

Hestia: That's perfect, that's it?

Shay: What, what?

Hestia: That's it?

Shay: That's it, that's it!

Hestia: Thank you so much.

¹⁸ Another type of exams, among Cambridge, which has an academic standpoint based on the United States of America. Is the best one if your aim is coursing undergraduate and postgraduate in the previous country.

6.5.2. Eva Pardo, English Studio¹⁹

Eva: (...) But the research project...

Hestia: Yes!

Eva: ...is for the next year, I understand.

Hestia: I begin this year and basically is it focus on summer; you have to carry it out on summer and a little bit earlier and then, at the beginning of the course they let you a month to finish it the next course.

Eva: OK, because you have done 1st *Batxillerat*, right?

Hestia: That's it, I have just finished it.

Eva: OK, OK...

Hestia: So, look, the first question is about how many years the academy has been teaching?

Eva: OK, let's see (hesitation). I have been all my life being teacher and arrived a moment where I was in an academy that closed for an economic issue and then I set up on my own kind of it. Some students that I knew from the academy come with me because I had a little place where I was teaching them for five years; I had some groups each day and then when I had too much students, I decided to set up a formal academy. It has, nowadays, twelve years old...

Hestia: Twelve.

Eva: Twelve, yes. And if we add up the previous five years, a total of seventeen, but, well officially 12.

Hestia: OK; and do you do exams throughout the course?

Eva: Yes, let's see: we do, on the one hand, trimestral exams in relation to the term syllabus that students are learning, and on the other hand we had the official Cambridge exams as we are an Official Preparator Centre, what means that we do not test but we do prepare them, we are authorised by Cambridge. That implies that apart from doing the ordinary trimestral exams, those students that are being prepared for B2 or C1, all these Cambridge degrees, we give them an extra special preparation, weekly tests. They are the real ones, so are from other years. And we track them. Thus, these students that are Cambridge candidates at the end of the course we do them a simulation exam for them to see their improvement: if they're prepared or not.

Hestia: OK, so do you evaluate...

¹⁹ The original conversation was in Spanish; thus, I had translated it.

Eva: Quarterly and then, the special students of Cambridge have to do kind of a weekly work, which is a continuous assessment.

Hestia: And these students are chosen by Cambridge or by the academy depending on their level?

Eva: Well, they reach a point at which achieve the level demanded for First and the same year we gather all the parents and we explain them that the dynamic of the course would be changed because they would be more demanded (the weekly tests for practicing in front of a real exam, for getting used to it and for having more guarantees of passing). OK?

Hestia: OK, and more or less the average of the marks?

Eva: Let's see. Normally, when student's finish their course I would say that a sixty per cent of the students pass. And why only a sixty...? Because they have not fulfilled the weekly worked.

Hestia: OK.

Eva: OK? I mean, all depends in how you work. If you do not do it, later would be very difficult to reach to the required level. These who have been persevering, would be able to obtain the minimum mark to pass the exam. And those who have worked throughout the course, an eighty per cent pass.

Hestia: Oh! OK, OK. And more or less, how many students are learning in the academy?

Eva: Nowadays?

Hestia: Yes.

Eva: Well, the average more or less... well, with COVID-19 everything has changed a lot, but in full swing, the academy has about four hundred students, then when summer arrives is lower, because lots of *Batxillerat* student's drop out in May or June due to the exams, but more or less, about three hundred and fifty or four hundred. With COVID-19 was lower, and we are in a recovery period.

Hestia: It is understandable. And the ratio number in class?

Eva: Six, six guaranteed. Because that is what defines us as an academy.

Hestia: OK!

Eva: We have classes designed with a maximum of six students. Is something that we guarantee.

Hestia: Obviously, for better teaching, for the student to...

Eva: Exactly, more tracing, a better personal care, if a student has a localized problem, we offer a tutorship or reinforcement.

Hestia: OK. And how about the courses you impart? I mean, from P3 to 4th ESO...?

Eva: Yes, we do from P4, we do not offer courses for P3 because they are so little, to adult courses. All the ages.

Hestia: OK! OK! And such a little strange question... The learning method in what is based or which is the objective of this academy?

Eva: OK, well, I always, when a teacher starts with me, try to instill the way I have taught and have always been successfully and I always search that they follow this teaching philosophy. I have a slogan that is "Learning English having fun". And it's imparting the classes the most pleasant as possible. It's obviously that we have to follow a book's syllabus, and we follow it, but it not has to be exactly exercise by exercise, it is more like a reference. So, classes normally last half an hour for kids and teens and then specific courses, as First, go on for more, but first of all is about a little introduction, how are they, how everything is going, to conversate, then homework is corrected and finally we follow the book (grammar, vocabulary, speaking and listening), a bit of everything and the last fifteen or twenty minutes in function of how the group has been throughout the class, we do some playful games but with English practice in relation to the syllabus worked.

Hestia: And they come only once a week...?

Eva: They come once a week.

Hestia: Half an hour, once a week. Both, kids and teens?

Eva: Yes, but the little ones only come for an hour.

Hestia: OK, and the older ones?

Eva: Elders are different. They do two hours and a half; it is a kind of intensive.

Hestia: OK.

Eva: And they come only one day but they do two hours and a half with a little break.

Hestia: OK. And related to the books, which publisher do you use?

Eva: Pearson, exclusively Pearson. Let me see if I have one here...

Hestia: I had never heard them.

Eva: Yes, it is written "Pearson".

Hestia: Oh, OK! I can search them from home.

Eva: Yes! I have always worked with them since I began alone and I have liked it a lot the appointment that they have. They are constantly innovating. Since COVID-19 they got their act together regarding online books with lots of resources. In fact, all teachers are in class with their laptop and they work with the online book, resources online...it is more interactive. Listening is online too. The customary CD are no longer in physical.

Hestia: Yeah! Better.

Eva: In case we have to, another time, return to online work it is so prepared.

Hestia: Perfect. And when a student, not in quarantine, but the time we had to wear mask... when he/she was positive in COVID-19, he / she continued with the weekly class...?

Eva: (hesitation) We did what is called as a hybrid class. Which means that who had COVID-19, they used Skype²⁰ for connecting with the teacher to follow the class. So, students were in person and online if need it.

Hestia: OK. And how many students are presented each year into official exams?

Eva: Well, I would say around... well it depends on the year because there are years we have, depending on how the course has been, more students than on other years; but an average of twenty or thirty students.

Hestia: OK, OK. There are a lot.

Eva: Yes, yes, there are so much.

Hestia: And... Well, is the last question and you have answered me a little bit, but the history of the academy? Were you, basically who set it up, right?

Eva: Yes, I have been since I was twenty-five that I have taught English in different academies, always in Cornellà and well, I have always kept in mind to open my own academy and as I have been in different places, I saw things that I liked and others that I didn't, so, when I decided to set up my own academy, I decided to sum up everything I think it was good, what I liked from the others academies and avoid those things which were bad and I created this academy with a personalized concept, with lots of students' tracing, lots of parents' deal, if necessary, interviews... In this way we are always very open to every meeting with parents, with me, with teachers... We like to have a fluently communication.

Hestia: OK, so that's it!

Eva: It has been so quickly, right?

Hestia: Yes!

Eva: Very good, you had everything prepared.

Hestia: Well, is quicker for me and for you...

Eva: Well, if you see you need more things for the research project, contact me, right?

Hestia: OK!

Eva: When do you have to present it?

Hestia: If I am not wrong, by the end of October.

²⁰ It is a website which allows a text, voice and video communication with others around the world.

Eva: October, OK.

Hestia: Yes, the final research project.

Eva: OK, in June I am here, if you have some doubts or questions, or you want to enlarge the information, or if I can lend any type of documentation or anything, tell me, right?

Hestia: OK!

Eva: In August we are not here, but we are in September.

Hestia: Perfect, I am so thanked.

6.5.3. Elisabeth Gala, Kids & Us²¹

Elisabeth: If you want, I can tell you...

Hestia: OK, of course!

Elisabeth: At the level of Kids and Us, I mean, I do not know what you need, now we talk about it, but Kids and Us has an own method I do not know how far I can help you or not, regarding... Well, ask me and we would see.

Hestia: (laughs) Yes, is basic, how many years has the academy been teaching?

Elisabeth: OK, OK, perfect. So, look, in this academy...? That's why I asked you, Kids and Us is franchise. I do not know if you are doing it by context, by place, in Cornellà.

Hestia: (hesitation) No, by franchise.

Elisabeth: The franchise began in 2003.

Hestia: OK.

Elisabeth: OK? Nonetheless, in Cornellà opened in 2008. But in general terms, in 2003.

Hestia: OK! And, for instance, do you take exams.

Elisabeth: We do exams, look is divided a lot... Later if you want me to take notes, because you wouldn't remind.

Hestia: OK.

Elisabeth: Think that we teach students from one year to eighteen, with all that it entails when are older. What happens, with one and two years old we do not take exams. Students from three to eight take oral exams.

Hestia: OK!

Elisabeth: It is not an important exam, is just a mark to send report (to parents). It is from what they have done in class. Is asking the same but the teachers, not as an exercise.

Hestia: Yes.

Elisabeth: So, here (with nine years old to twelve) is when they begin to write and to read in English. So, they also have a written examination.

Hestia: OK.

Elisabeth: And then, here (with thirteen years old to eighteen) they have, not only written, but also oral exams. What happens, although it goes by terms, as the syllabus goes by histories, they would have four histories during the course. These ones (three to eight) have a lot because there are shorter than the others. Related to the oral exam, they have

²¹ The original conversation was in Spanish; thus, I had translated it.

once per quarter, so, a total of three throughout the course. These are the important ones for us, the objective is that they learn to communicate with others.

Hestia: OK. Thus, you do three each course, right?

Elisabeth: Yes, exams, three. That are our exams, then the official ones are not ours.

Hestia: Perfect, and do you evaluate by terms or triannual?

Elisabeth: Yes, by terms.

Hestia: And more or less, I do not know if you can tell me, but, the average mark?

Elisabeth: Yes, I can tell you because we have a pass grade for the little ones since eight out of ten. And then, since here (eight to eighteen), about a six. But we are always looking for the superior quality and go after poor efficiency (which is less than eight for Kids and Us). But, it's quite easy to obtain this eight if they have come because learning is very natural.

Hestia: Well, and how many students does the academy have?

Elisabeth: Nowadays, we are three hundred and eighty.

(...)

Hestia: And how many students are in class?

Elisabeth: Look, babies²² with a maximum of five students per class, and then other courses have a maximum of eight. The ratio is eight.

Hestia: OK, OK. So, you do not impart classes for adults, right?

Elisabeth: No, no.

Hestia: Up to eighteen only?

Elisabeth: Exactly. When you sign up in this method according to your age, you begin with one and you leave with eighteen, but, when a kid arrives going to P5, starts in one course less. It lengthens until twenty years, but only in this specific cases.

Hestia: So, the method you use to teach, more or less what is it about?

Elisabeth: The own methodology is the natural learning, is the key. What I say to the parents is that: those who are Spanish speakers and with three years go to primary school, and the teachers speak us in Catalan, they do not do classes for those who do not understand this language. They do not translate. They just speak in English to create a context. Until seven years the circuits language are developing, so, we take the

²² On Kids & Us students are divided into:

- Babies (from one up to two years old).
- Kids (from three up to eight years old).
- Tweens (from nine up to twelve years old).
- Teens (from thirteen up to eighteen years old).

advantage. I mean, if a student who is seven years old wants to sign up in Kids un Us, he/she can't. It has to be an exceptional case (has lived abroad, *au pair*²³, the only requirement is that the student has had any type of contact with the language).

Hestia: And which is the publisher of the books do you use?

Elisabeth: Are from us, Kids and Us. But, when we prepare students for official exams, are Cambridge.

Hestia: Oh, OK! And students are presented into official exams, right?

Elisabeth: Yes, we have Trinity²⁴ and Cambridge.

Hestia: I hadn't listened it before.

Elisabeth: Yes, is as Cambridge; and we like it a lot because their exams are orally. When they are eight or nine, they are presented into these official exams, but according to their level. Trinity exams are more for A1, A2, B1 and Cambridge exams for B2 and C1.

Hestia: And they are not presented into Proficiency?

Elisabeth: We have not arrived because the academy is bigger with the students. The older students we have, next year will be 17.

Hestia: And the percentage of pass students?

Elisabeth: About the official ones, a hundred per cent. And when are younger, a report can't arrive home being failed. If a kid is going to fail, we will do as much as we can to repeat the exam and to have it passed.

Hestia: Because you do not want a failed report to come home or...?

Elisabeth: Because we look for the excellence. And because, if a kid arrives home failed, means that he/she hasn't acquire the syllabus of the term. Obviously, exams are failed, but we search another way to teach them and them to learn.

Hestia: And the history of this academy, or in general terms, as you want?

Elisabeth: Think that each academy is set up by rich families, but regarding the first academy was founded by Natàlia Perarnau in Manresa. She was an English teacher (who studied English Studies in whichever University) and she opened a normally academy, but she realized that when having a daughter, starting speaking and playing in English with her was the most accurate method. She started with four puppets and look... Was the necessity of teaching her daughter English and realizing that what was done with books was not working.

²³ From the French language, people that travel from an abroad country for helping a family with the care of his son or daughter. The aim is usually earning money and learning a language.

²⁴ Another college which offers tests and certificates.

Hestia: And well, is the last one, regarding the pandemic situation we lived, do you continue teaching online?

Elisabeth: With the older ones we used a traditional website where they could follow a class and with the younger ones, they created a special platform online where they could play against the machine and according to the age, they connected a little bit to the class with the teacher to not lose the thread. At first was a little bit complicated, but then, with the syllabus they were adding, was easier.

Hestia: So, that's it! Thanks.

6.5.4. Merche, Big Ben²⁵

Hestia: (...) I have written down some questions to ask you and the first one is: how many years has the academy been teaching?

Merche: So, look, it has been teaching since 1983, for 39 it has been teaching.

Hestia: OK!

Merche: Here, in Sant Joan Despí.

Hestia: Perfect. And I do not know if you know if students take exams throughout the course?

Merche: Yes, they do official exams.

Hestia: How many more or less?

Merche: About twenty-five each year.

Hestia: Each year, OK. And they are evaluated by terms or directly at the end of the course?

Merche: Here, in the academy?

Hestia: Yes.

Merche: They are evaluated biannually.

Hestia: OK, biannually, OK. I do not know whether you know or not, but the average grade?

Merche: So, look, I'm going to tell you the average of the official exams.

Hestia: That's perfect.

Merche: It's a hundred per cent passed. Since level A2 until C2 that it is Proficiency.

Hestia: OK, passed a hundred per cent.

Merche: A hundred per cent.

Hestia: OK, so, more or less, how many students are in the academy nowadays, for instance?

Merche: Between five hundred and seven hundred students.

Hestia: OK, and the ratio students in class?

Merche: Minimum five, maximum eight students.

Hestia: Perfect. And which courses do you impart? That is to say, from P3 until adults?

Merche: From P4 until ninety-nine years old. As long as someone wants.

Hestia: (laughs) OK, OK. And the way it is pretend to teach the student?

Merche: Well, the method has changed a lot during all these years and now the academic training is based more on speaking, more games, to teach in a natural way... Whence, since P3, routines are being implemented for them to develop and get used to the

²⁵ The original conversation was in Spanish; thus, I had translated it.

language. So, grammatically, is taught as opposed to how was taught before: first we teach how to speak in English fluently, then how to write and finally the grammatic section.

Hestia: OK.

Merche: So, this way, the student throughout the primary period is learning naturally and when the student arrives at *ESO*, grammatic is taught.

Hestia: OK.

Merche: And from here, *in crescendo*.

Hestia: Perfect, thus, is from *ESO* when is a little bit more difficult.

Merche: Grammatic is taught (before *ESO*) but they do not know what is a pronoun, a verb... And then, since *ESO*, that they're more conscious, because, also, nowadays, the education in the schools is like this.

Hestia: Yes.

Merche: I mean, a student that is doing 3rd primary doesn't know what a verb is. So, we can say that the language is adapted according to the time in which we live.

Hestia: OK.

Merche: Depending on how schools teach.

Hestia: And which is the publisher of the books do you use?

Merche: We use Cambridge, as we are a preparator centre.

Hestia: Perfect. And you told me before, there are about twenty students presented into the official exams, but mainly into First, right?

Merche: First, Advanced and Proficiency.

Hestia: And the history of the academy? Who set it up, I mean...?

Merche: Well, look, it set it up Angelines Buil and a friend of her, Pilar Broncal, and they were pioneering here in Sant Joan Despí because at that time there weren't a lot of people that had this idea (to set up an academy) and they began with the academy together since one of them dead and her daughters were, since then, the managerial.

Hestia: If I'm not wrong, their surname is Navarro, can be?

Merche: Yes, Beatriz and Marta Navarro.

Hestia: I knew it because I browse a little bit.

Merche: Yes.

Hestia: So, that's it. Lots of thanks.

6.5.5. Adrià de Gràcia, English and German teacher,²⁶

Hestia: Basically...

Adrià: But record, no?

Hestia: Yeah, yeah, I am recording now, thanks

Adrià: Oh! OK, OK

Hestia: About the Research project, right? About the influence of English academies on students' evaluations. So, I talked with Antonio and he said me it was a good idea not only interview the academies, but also to teachers, and I thought about you and Gemma (the other English teacher).

Adrià: OK.

Hestia: So, the first question is: how many years have you been teaching?

(...)

Adrià: From... formal training, non-formal training...? Or everything?

Hestia: Everything.

Adrià: Since I was 22.

Hestia: OK, and now you are...?

Adrià: Of course!

Hestia: (laughs)

Adrià: I have been teaching for 13 years.

Hestia: OK, for 13 years. So, this question is more general, about the high-school: do you do exams?

Adrià: (nodding)

Hestia: How many over the year? Well, the course?

Adrià: Three.

Hestia: Three each course, OK. So, it is evaluated quarterly or just at the end of the course? **Adrià:** Depends on the course. For instance, in FP it is a formative unit, but if it is related to English in *ESO* it is evaluated per trimester and all kinds of activities are taken into account for the percentages.

Hestia: OK, so... Of all students you teach, which is the average mark?

Adrià: I would say a six

(...)

Hestia: That's already a lot! Let's continue, how many students do you teach?

²⁶ The original conversation was in Catalan; thus, I had translated it.

Adrià: English classes... about 18 plus 26...

Hestia: More or less...

Adrià: 34... About 45 students.

Hestia: OK. And... how many students do you have each class, talking about the ratio.

Adrià: The ratio... I think the average is in 22 - 23 students.

Hestia: OK, in which courses do you impart classes?

Adrià: 1st *Batxillerat* and 3rd *ESO*, and that's it. German counts too?

Hestia: No, only English! Well, in German, which is the average mark?

Adrià: 5 / 5'5 / 4...

Hestia: Wow, OK, OK. In which way do you pretend that students learn English?

Adrià: Me? So, in a way they like, with the tools I have at my disposal, so a way that, of course, between not all is playing and having fun (learning English) because you cannot learn a language playing *Play Station*... But also, a way that could help them in an academic way and a tool which can help them opening up the future whether travelling or communicating.

Hestia: Perfect, which is the book's publisher?

Adrià: Macmillan.

Hestia: So... that's it.

Adrià: Oh! Very good, that's it?

Hestia: Yes, it was short. Lots of thanks, by the way!

6.5.6. Gemma Ribes, English and French teacher,

Hestia: So, is for mine research project. I talked to Antonio about doing some interviews insome academies and then some interviews to English teachers. So, the first question is:how many years have you been teaching.

Gemma: Twenty-five. But not always in public schools.

Hestia: Oh! OK.

Gemma: In private... First in private schools and then in public schools.

Hestia: And... For instance... Well, this is more general, about the high-school. Do you takeexams?

Gemma: For me?

Hestia: No, for students.

Gemma: Yes, of course.

Hestia: How many, each year or each course?

Gemma: Wow! So many... With all... my courses... Taking into account all my courses or just for example one?

Hestia: Just for example one.

Gemma: For example, 2nd *Batxillerat* we have six units, it means we're "gonna" take twelve exams.

Hestia: OK! So, do you evaluate by terms or directly at the end of the course?

Gemma: No! By terms.

Hestia: And which is the average grade in your courses, the total of them.

Gemma: The average would be... There are very good students, there are students they aren't so good...There are students which fail... I don't know, but I would say, I don't know, six.

Hestia: OK!

Gemma: If it has to be an average...

Hestia: Yeah, more or less. And how many students in general terms, do you have in each class. About the ratio.

Gemma: The ratio is... for English classes between twenty-five or thirty and for French classes, because you want also the French classes, about twenty. Because is a second language.

Hestia: And the average of French?

Gemma: Is a bit higher, maybe a seven.

Hestia: So, what courses do you impart?

Gemma: Normally, English in *Batxillerat*, and French in *ESO*.

Hestia: You don't impart English classes in *ESO*?

Gemma: In *ESO* and *Batxillerat*. And French in *ESO*.

Hestia: OK. And which is your teaching method do you use.

Gemma: Communicative. I suppose everybody does. Try to communicate. Although maybe in the *Batxillerat* classes, for me it is important to emphasize you have to write well. Because you have to face an exam in which a composition is important.

Hestia: Yeah! And which books do you use, the publisher of the books.

Gemma: Nowadays is Macmillan for the general courses and Burlington for the readers books²⁷.

Hestia: Burlington?

Gemma: Burlington.

Hestia: That's it!

Gemma: OK! Alright, short and sweet.

Hestia: Lots of thanks!

²⁷ There are some obligatory readings over the year. These readings are very important in the mark of the students, as if the exam's book is failed; in theory the quarter is also failed.

6.6. Lesson plan's pictures

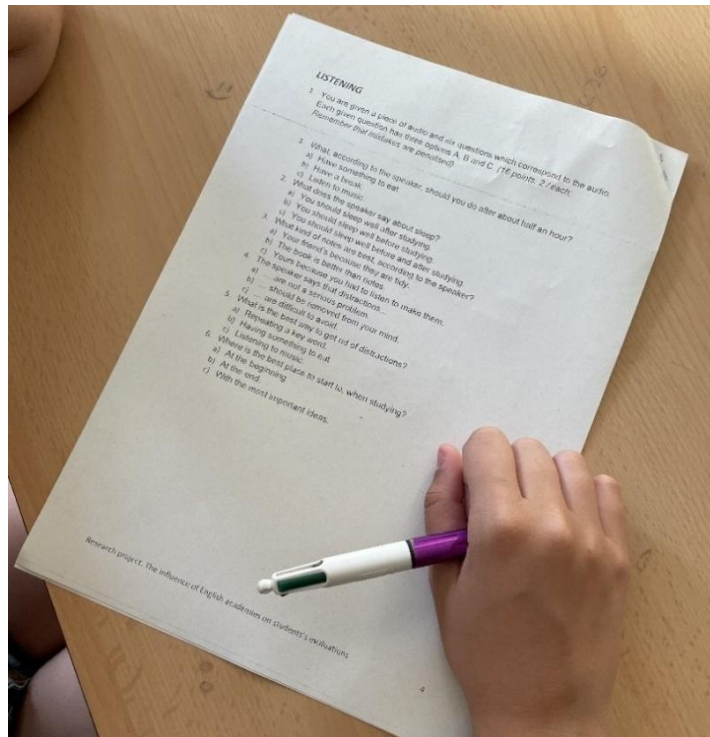


Figure 24: Lesson plan's picture [Own source]

6.7. Foreign languages (FL) in the different educational laws

Law	Child	Primary	Secondary	High - School	FP
<i>LOGSE</i>	-	FL	FL 2 nd FL optional	FL	-
<i>LOCE</i>	FL (last course)	FL	FL 2 nd FL optional	FL	-
<i>LOE</i>	FL (last course)	FL 2 nd FL optional (3 rd course)	FL 2 nd FL optional	FL	-
<i>LOMCE</i>	FL (last course)	FL 2 nd FL optional	FL 2 nd FL optional	FL	FL (Com. & CS block) ²⁹
<i>LOMLOE</i>	FL (last course)	FL 2 nd FL optional	FL 2 nd FL optional	FL	FL (Aut. Free Conf. Subj.) ³⁰

Table 3: Foreign languages in the educational laws

²⁹ Communication and Social Science block.

³⁰ Block of autonomous free configuration subjects.

