

CAN ENGLISH TEACHING IMPROVE IN CATALAN SCHOOLS?



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2nd A Levels

Resumen

Este Trabajo de Investigación se basa en el análisis y la comparación de dos métodos de enseñanza de la lengua inglesa que llevo a cabo en el aula real: una metodología tradicional -más rígida, menos interactiva y centrada en la instrucción de la gramática-; y una metodología “moderna”, que sigue los criterios del currículum LOMLOE -más participativa, dinámica y cooperativa- y que incluye nuevas técnicas de enseñamiento creadas por mí para intentar llevar a cabo el currículum actual en el aula de manera efectiva.

La hipótesis del trabajo es determinar si el aprendizaje del inglés en los institutos de Cataluña puede mejorar a partir de la metodología “moderna” que realizo.

En conclusión, a partir de la comparación entre ambas metodologías de enseñanza y la experiencia de los alumnos, se muestra que el currículum del sistema educativo actual necesita ciertas reformas, ya que muestra resultados académicos engañosos que no representan al 100% el aprendizaje real de los alumnos.

Resum

Aquest Treball de Recerca es basa en l'anàlisi i la comparació de dos mètodes d'ensenyament de la llengua anglesa que porto a terme en l'aula actual: una metodologia tradicional -més rígida, menys interactiva i centrada en la instrucció de la gramàtica-; i una metodologia “moderna”, que segueix els criteris del currículum LOMLOE -més participativa, dinàmica i cooperativa- i que inclou noves tècniques d'ensenyament creades per mi per intentar portar a terme el currículum actual en l'aula de manera efectiva.

La hipòtesi del treball és determinar si l'aprenentatge de l'anglès en els instituts de Catalunya pot millorar a partir de la metodologia “moderna” que realitzo.

En conclusió, a partir de la comparació entre ambdues metodologies d'ensenyament i l'experiència dels alumnes, es mostra que el currículum del sistema educatiu actual necessita certes reformes, ja que mostra resultats acadèmics enganyosos que no representen al 100% l'aprenentatge real dels alumnes.

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2. Introduction

The ability to know how to speak a foreign language, especially English, is one of the key competences that opens the doors to new job opportunities, new ways of communication and, above all, more contact with today's world. We can see that English surrounds us every day without realising about it, for example: in video games, on social media, users' manual, and even in our vocabulary when we use words adapted from English -Anglicisms- loan and calques such as *like*, *selfie*, *fútbol*, etc. It is crucial to highlight that English is known as worlds' LINGUA FRANCA, the most common language to communicate among different nationalities. It is the second most spoken language in the world, so its importance is doubtless. Also, Spain is among the most touristic countries in the world, which forces Spanish citizens to be fluent in English.

For these reasons, it is important to carry out English teaching in schools from a young age, as it is already done in Spain as a subject starting in kindergarten or primary education and developing in Basic Education (both in CSE and A-levels). But if in Spain English is taught in schools from the age of six until at least 10 years after, when we finish CSE at the age of sixteen, why is Spain in the twenty-fifth position out of thirty-five European countries in the EF English Proficiency Index? Why is the Spanish educational system not working as it should?

2. 1. Research Project justification

Due to the low level of English that Spain has, compared to the rest of Europe, it made me feel curious and very surprised because English is of great importance for our future -specifically for young people- and I wanted to find out the methodology that is applied in the English teaching in Catalonia. I know that this issue is not only obvious to me, but also to our Education ministers and to all the teaching staff who see the decline in good outcomes year after year. Every 4 years, new legislation comes up to try to fill the gap between classroom teaching methodology and language competence, and since last year, a new educational law, known as called LOMLOE, has been created to try to improve students' capacities to speak English, among other skills.

English is of a big interest to me and I try to use it frequently, whether it is watching series and movies in their original version, listening to music in English and learning its lyrics, having most of my devices in English or simply trying to have conversations in English with my friends and my family. Thanks to the time and use I dedicate to the language, I consider that I have a good level of English due to these techniques. For this reason, I have decided to study in more detail the research on the methodology of English teaching in Catalonia.

2. 2. Hypothesis

My main hypothesis tries to answer the question: Can English teaching improve in Catalan schools with the new LOMLOE methodology?

Various questions come up, too -that I solve in the course of my Research Project-such as: Why doesn't English teaching in Catalonia end up being 100% effective? How is it possible that, after 13 years or even 15 years of English learning, there are students who do not know how to communicate the most basic information? Could it be improved with the new educational model?

2. 3. Objectives

This Research Project's goal is to assess the effectiveness of our system, analyse the advantages, the shortages and the shortcomings of it. Also, compare it with other educational systems in the world and end up creating two learning proposals at different school levels. I will make a proposal for the initial phase of basic education and one for the last phase: first cycle of Basic Education and second year of A Levels.

2. 4. Research methodology used

Throughout this Research Project, I use official material from CSE and A-Levels LOMLOE curriculum and Educational decrees by the Departament d'Educació de la Generalitat. I also use online information obtained from YouTube and Google.

The material I design and carry out in my practise section of this Research Project is created through Google Drive and Canva.

3. Theoretical framework

3. 1. English mastering in Spain and neighbouring countries

The EF EPI 2022 English Proficiency Index classifies the countries according to the skills that the “average” individual of every country is able to carry out. The skills of each level are:

English skills in levels	
Very high level	<ul style="list-style-type: none">· Use comprehensive and appropriate language both in professional and in social situations (use of common slang and idiomatic expressions).· Read advanced texts with ease.· Negotiate a contract, with technical words, at a native English level.
High level	<ul style="list-style-type: none">· Communicate fluently in a professional environment: understanding work-related projects and leading them.· Understand TV shows without the need of subtitles.· Read a newspaper (non-adapted language)
Medium level	<ul style="list-style-type: none">· Participate in meetings of your own experience area.· Understand the lyrics of a song.· Write professional emails on familiar topics.
Low level	<ul style="list-style-type: none">· Being acknowledged as a Non-native English speaker with basic communicative skills· Participate in routine conversations with friends.· Understand simple messages from friends.
Very low level	<ul style="list-style-type: none">· Make a simple introduction of themselves.· Understand simple messages at a slow rhythm.· Provide basic directions to a foreign visitor.

In this English Proficiency ranking, Spain is in the twenty-fifth position out of thirty-five European countries and owns a medium level of English knowledge compared to its neighbouring country: Portugal, with a Very high level of English knowledge (two levels higher than Spain) is in the ninth position out of the thirty-five European countries. This datum is interesting because of the big difference of English knowledge both countries have, considering that their languages come from the same family: Romance languages, which were born from Vulgar Latin. So, why does Portugal own a very high level of English if Portuguese is similar to Spanish? A big part of the answer can be held on the teaching method of the language, as well as on the Portuguese exposure to English in their daily lives.

Portugal has a high quality of English because its education system carries out techniques as:

- **Blended-learning** (B-learning). This technique tries to guarantee a learning which *blends* online activities and face-to-face classes. The objective is to use online information as a learning tool without leaving behind in-person learning.
- **Student-based learning**, a learning technique where students are responsible for their own learning and personal development with the help of a teacher as a guide. This type of learning fosters students to achieve a critical thought and an independent learning analysis.
- A learning based on **projects**. English knowledge increases significantly through projects because students must show their great knowledge of the subject, which forces being a master in the language, too, without the Target Language as the centre.
- **TV programmes and films in original version**. In Portugal, TV programmes and films are broadcasted in original version and subtitled to get citizens familiarised with English from a very young age and throughout their lives.

Spain is under the educational law LOMLOE since 2021, which stands up with a new educational model more dynamic, interactive and cooperative in teaching, with competencies to be achieved similarly than in Portuguese Educational System. But analysing the EF English Proficiency Index and comparing levels between Spain and Portugal, it seems that LOMLOE curriculum is not being effective in classrooms, yet. This means that besides the improvement intention, we should use new teaching and educational schedule techniques in Portugal, because if they had been able to

carry out significant and effective improvements we, with a similar linguistic background, can do the same.

3. 2. How is English taught in Catalan schools nowadays?

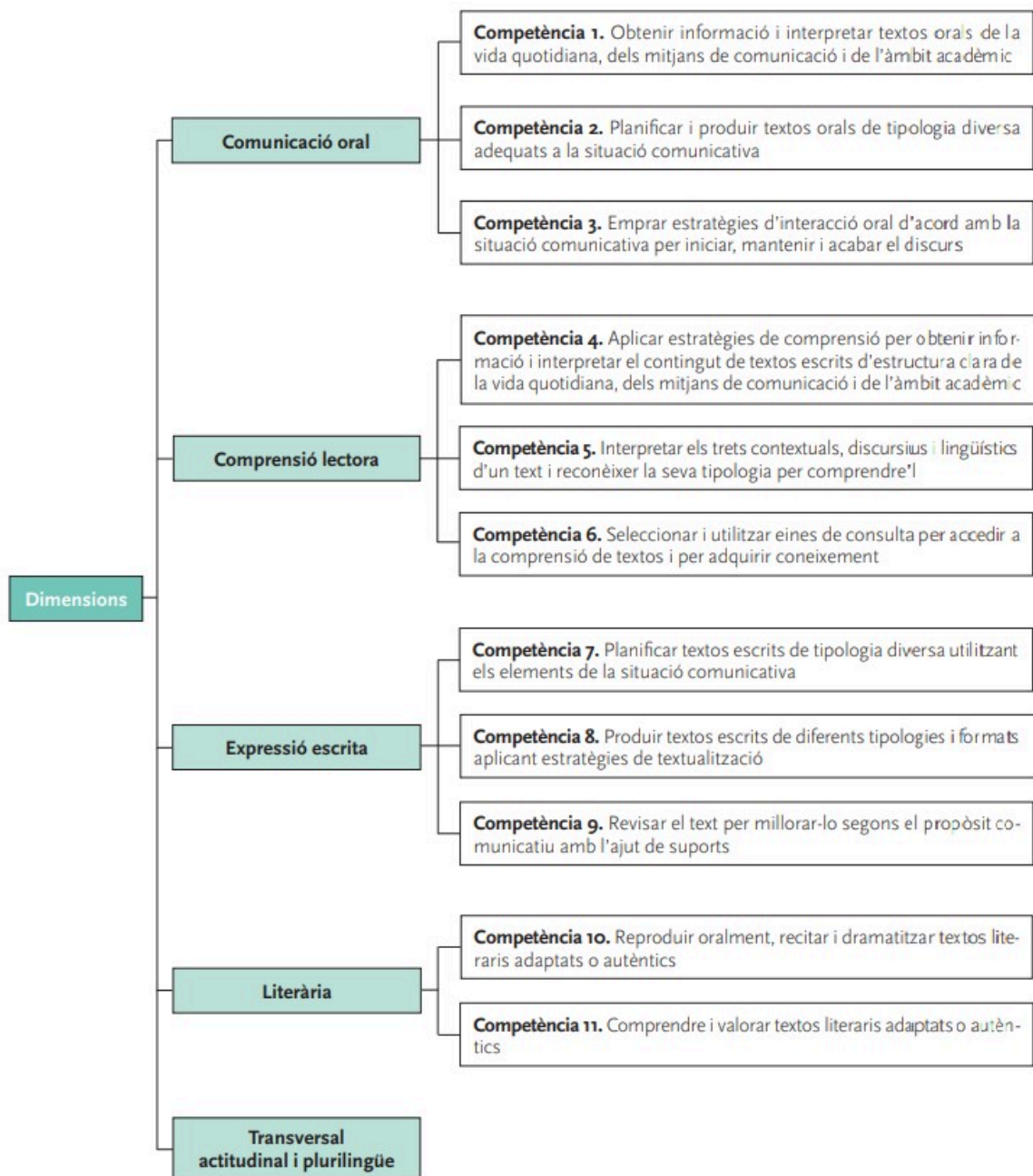
Schools must schedule and carry out classes and evaluation according to Basic Competences of the linguistic field, proposed by the Departament d'Ensenyament i d'Educació of the Generalitat de Catalunya.

CSE focuses on eleven competences and A Levels on ten, all classified into dimensions: the four foreign language main skills : listening, writing, speaking and reading to achieve interaction. These competences also foster literary competence because the curriculum requires it. All these are developed through transversal knowledge like, autonomous learning, cooperation, entrepreneurship, gender equality or plurilingualism among others.

Comparing the utopian LOMLOE with the reality that both students and teachers face in the classroom, I've analysed their differences and how to overcome the gap, both with theory but also with practical teaching activities.

3. 2. 1. Linguistic Field CSE Basic Competences

The following image that I get from page 8 of the official file of Departament d'Ensenyament i d'Educació of the Generalitat de Catalunya shows CSE Basic competences:



CSE competences are divided into the following five dimensions:

CSE COMPETENCES DIMENSIONS	
1. Oral communication (Speaking and listening)	It is achieved from the practice of the remaining dimensions.

2. Oral Comprehension (Reading)	It is based on understanding and interpreting the analysed text.
3. Written Expression (Writing)	Ability to form a text with the help of the vocabulary used in class, and being able to correct mistakes.
4. Literary	Literary knowledge based on activities.
5. Transversal attitudinal and multilingual	The knowledge of several languages and their interrelationships.



From these dimensions, I analyse their eleven competences in detail to show how they are carried out in class and to propose how to improve them.

CSE COMPETENCES	
Current classroom teaching	Possible teaching improvement
1. Oral text interpretation. The teacher interacts with students using a combination of English and Spanish. Outside school, it is difficult to carry it out equally for each student because of their personal use of English.	Make students get used to watching series or films in the original version with subtitles as homework, to be discussed further in class.
2. Making an oral text in a daily situation. CSE students learn to answer basic questions since primary school, but don't expand their vocabulary. They get stuck in answers such as: "I'm fine thank you, and you?"	Practise basic Q&A's through games in groups as interviews, "Who is who", daily questions, etc. Work on simple daily-life questions about significant events in the world such as : The Oscars, Football World Championships or The News Report.
3. Oral speech. Overcrowding in class	Try to promote smaller groups or teach

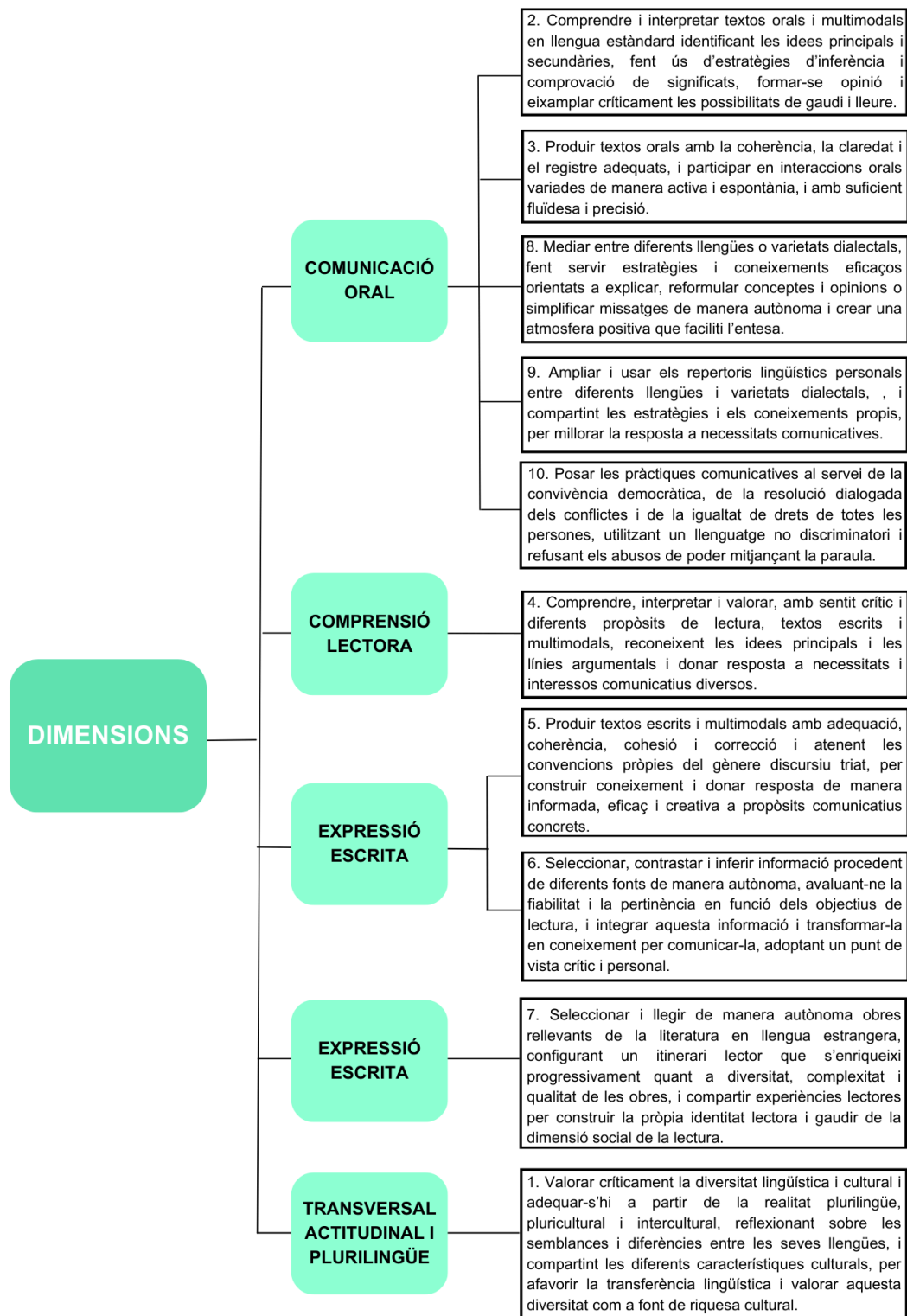
<p>does not allow teachers to monitor students in speaking activities, and these let to a lack of control of the classroom. Thus, it cannot be worked frequently in class because classes are focused only in grammar teaching, the basis of a foreign language.</p>	<p>interaction dynamics since childhood, so students can interact autonomously in English. When the explanation of a grammar topic is finished, try to focus on <i>speaking</i> to obtain a wider knowledge of vocabulary, pronunciation and communicative strategies.</p>
<p>4. Written texts comprehension. It's frequently worked in Workbook activities because they usually introduce new words highlighted in bold in order to expand the student's vocabulary.</p>	<p>It can be practised with various activities where students get interested in, like: a text of the steps of a recipe where the goal of the comprehension is to guess the final meal; or any other information they want to read more about.</p>
<p>5. Text typologies. They tend to be practised in other subjects as Catalan or Spanish, which help to carry it out in English.</p>	<p>Apply easy types of texts in written texts comprehension to introduce new text typologies.</p>
<p>6. Unknown words. Students use dictionaries or their notes.</p>	<p>Also, the use of official webs (online use as a learning tool) and provide some memorising strategies/games, so they incorporate the new vocabulary to their language use.</p>
<p>7. Simple written texts planning. It is normally practised through reading comprehension activities because teachers request students a short summary of what they understand from it.</p>	<p>This competence can be practised also with activities like: at the end of every English class every student is required to write a short message of how they found the class, promote writing a personal journal, a blog with special events, etc.</p>
<p>8. Any written text planning. To plan a written text of any typology is more complicated due to the time required</p>	<p>Focus on the easiest types of text and practising them with certain frequency in various <i>writings</i>. Also practising at home with</p>

and study of the typology itself.	online help.
9. Written text revision. Usually, at the end of a written text, the teacher makes students review it, to see if they're able to identify the mistakes and correct them.	Students should be taught how to identify the type of mistakes they make, analyse their relevance and ability to correct them. A technique to improve this competence is to make the student think that the receiver of the written text is somebody with a low level of English, so the text should be understandable and easy to read.
10. Literary texts oral interpretation. It is not usual to do any kind of exposition on the literary book students read due to lack of time.	Teachers can link to students films, videos or series related to literature to watch at home. Or mixing literary vocabulary with the vocabulary that is in the Workbook, so there is a wide box of vocabulary.
11. Literary texts comprehension. Students start reading a literary reading book in class and finish it during Christmas holidays. In the return of the second term, there is a work or an exam of the book.	Suggested reading doesn't work unless students are interested in the topic. Several options should be offered, so students could choose the ones that appeal to them better. Teachers could link to students films, videos or series related to literature.



3. 2. 2. Linguistic Field A Levels Basic Competences

The following image shows the ten Basic competences of A Levels summarised by me in five dimensions. This information is taken from the official file of Departament d'Ensenyament i d'Educació of the Generalitat de Catalunya.



A Levels competences are divided into the same dimensions as CSE:

A LEVELS COMPETENCES DIMENSIONS	
1. Oral communication (Speaking and listening)	It is achieved throughout interactive activities that allow both understanding and producing oral language.
2. Reading Comprehension (Reading)	It is based on understanding and interpreting the analysed text.
3. Written Expression (Writing)	Ability to form a text with the help of the vocabulary used in class, and being able to correct mistakes.
4. Literary	Literary knowledge based on activities and reading literary books.
5. Transversal attitudinal and multilingual	The knowledge of several languages and their interrelationships, as well as tolerance for different realities and ways of expressing.

I also analyse the ten competences of these dimensions to see their application in class and to propose possibilities to improve them.

A LEVELS COMPETENCES	
Current classroom teaching	Possible teaching improvement
1. Multilingual interrelationship. To make students distinguish English from their native language, teachers work on the translation of one language to another. For example, the highlight on “false friends”.	Provide some memorising strategies or games, so they incorporate the new vocabulary to their language use and differentiate it from their native language.
2. Oral text interpretation. Students practise <i>listening</i> activities with questions as test type	These competences can be practised in class by the analysis of an English song,

<p>or others where the student should be able to argue in their own words their ideas regarding the <i>listening</i>.</p>	<p>the news, a fragment of a film, etc. Work on simple daily-life questions about significant events in the world such as : The Oscars, Football World Championships or The News Report.</p>
<p>3. Oral speech. In class, it is practised with the teacher's questions about any subject, so that an exposition of ideas can be maintained orally.</p>	<p>Try to promote smaller groups or teach interaction dynamics since childhood, so students can interact autonomously in English. Propose activities like: a student makes a simple speech with advanced vocabulary of recent news in the first 5 minutes of the class.</p>
<p>4. Written texts comprehension. <i>Readings</i> are frequently practised in class, either with texts of the Workbook with highlighted words to expand new vocabulary or games.</p>	<p>Make students read an article per week about a subject of their preference and summarise it, or any other information they want to read more about.</p>
<p>5. Simple written texts planning. <i>Writings</i> are practised when it comes to games in groups that focus on sharing the ideas of each member and transcribe them into a text.</p>	<p>Students can make a summary of what they learned or did in every class.</p>
<p>6. Any written text planning. A <i>writing</i> focused on a specific type is not frequently practised in class because it requires a lot of time on the study of each type of text.</p>	<p>Teachers could combine their classes with online learning tools as activities or games where students could be able to practise different types of texts at home.</p>
<p>7. Literary texts oral interpretation. This competence is difficult to carry out in class, because there is a lack of time on reading a whole book in class. But for example, in my school it has been worked in a theatrical way</p>	<p>Suggested reading doesn't work unless students are interested in the topic. Several options should be offered, so students could choose the ones that appeal to them better.</p>

with the activity “ <i>Shakespearitza’t</i> ”.	
<p>8. Oral text interpretation. Teachers interact with students in English unless something really needs to be explained in the native language. But outside school, this competence is up to how every student uses English.</p>	<p>Have homework like watching YouTube videos in English, analysing lyrics of songs, watching series or films in English with subtitles, etc. so they can expand vocabulary, learn pronunciation, new forms of expression, among others.</p>
<p>9. Oral text interpretation strategies. This competence is very similar to competence 8.</p>	<p>Work on simple daily-life questions about significant events in the world such as : The Oscars, Football World Championships or The News Report.</p>
<p>10. Language application in social reality. This competence is not worked in class because it focuses on the outside world. To obtain this skill, students must own the other competences. This competence is similar to competence 8 and 9.</p>	<p>I suggest the same techniques from competence 8, too.</p>



3. 2. 3. Competences comparison

You can see, by comparing the competences of different ages, that they are almost the same ones, but graded into different levels of complexity according to the students’ age and average maturity. Thanks to the use of similar parameters between CSE and A Levels, you can progressively observe and assess students’ learning through their lives.

This comparison brings us back to the hypothesis: “How is it possible that, after 13 years or even 15 years of English learning, there are students who do not know how to communicate the most basic information?”

To try to solve this hypothesis, I plan my own English teaching methodology to carry it out in classes of my secondary school. In these classes, my role was the English teacher, one with the surveillance of an expert professional teacher.

4. My methodology

I've created and implemented two learning proposals, one for the initial phase of basic education and one for the last phase: first cycle of Basic Education and second year of A Levels. The proposal consists of the presentation of two teaching methods: a traditional one, opposed to the current curriculum -more rigid, less participatory and more focused on grammar instruction- and another scenario, following the new LOMLOE guidance, that is more modern, more flexible and tailored to students abilities, more participatory and more focused on students' interventions and communication. In the most traditional learning scenario, the teacher is the instructor for a passive student while in the second learning scenario, the student becomes the centre, they are active participants in their learning while the teacher is a guide. In both educational levels I try to prepare material for the second scenario (the modern methodology) where various competences get encompassed to achieve a sort of "one size fits all" material due to the short time available to carry out the following sessions.

The structure of these learning scenarios consists of four sessions for each course:

1st session - Formal introduction

2nd session - Formal exam

3rd session - Communicative introduction

4th session - Language production activity + assessment and reflection of the two methodologies through a survey where the effectiveness, the motivation of the students, the real use of learning, etc. of both learning methodologies will be assessed.

The first two sessions are carried out following the traditional methodology and the last two sessions, the LOMLOE newest guidelines.

- In 1st of CSE, I focus on Present simple, demonyms, the Possessive S and Family Relatives. I choose these subjects because they introduce the "new level" of CSE English learning. The lessons to carry out in this level are:
 - 1st session - Theory presentation and a classic activity: *My fictional family tree*
 - 2nd session - Traditional exam about previous knowledge
 - 3rd session - Theory in a contextual activity: *Let's talk in English! Game*

4th session - Task that involves using the theory: a *Kahoot!* Quiz + survey

- In 2nd of A Levels, I focus on a review of time tenses that every student learns all over CSE: Past Simple, Present Simple, Will, the First Conditional and the Be going to. The lessons to carry out in this other level are:
 - 1st session - Theory review presentation and a classic activity: *Transformation*
 - 2nd session - Traditional exam
 - 3rd session - Modern activities: *Can you find them?* and *Complete the song!*
 - 4th session - Task that involves the use of the theory: a *Kahoot!* Quiz + survey

In the first class, based on traditional teaching, CSE and A Levels students mostly carry out the listening competence because the class is based on paying attention to the teacher who communicates in English. The rest of the competences need to be worked on. But, mainly, the objective of this type of teaching is to make the student memorize the grammar to work on repetitive chunks and patterns in the exam. As it is said, in the traditional exam, the students' memorization is the only ability that works on and not their mastery to understand the real language use.

In the second class, the student completes a written traditional test.

In the third class, a "modern" teaching doesn't try to make the students memorize the theory, but to make them able to work on more abilities than the usual ones, for example: the *speaking* practice through communication between the teacher and the student. Also, among classmates, since as the previous structures say: the classes include grammar tasks of each level. With them, the student can study thoroughly reading comprehension because these tasks contain basic grammar in different time tenses (depending on which class we are focusing on) to make the student understand the message and be able to give their own answers orally (*speaking*).

In the fourth lesson, a task that involves the use of the theory is manifested in an online game designed by myself thanks to an online interactive platform called *Kahoot!*.

5. My English Teaching Sessions

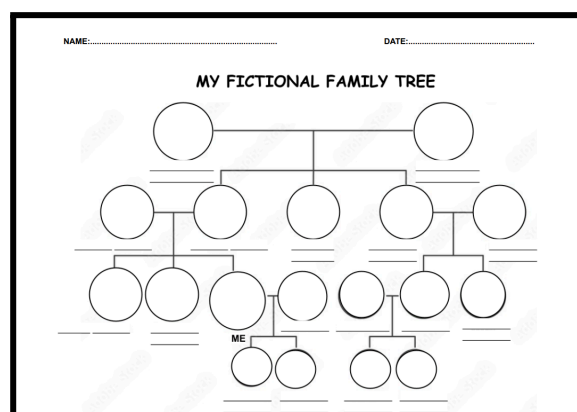
My English sessions schedule and plan along with my English teacher, the teacher of both groups I refer to. The competences that we work, as I say in previous sections, are directly taken from the official CSE and A-Levels curriculum and decrees by the Departament d'Educació de la Generalitat. Related to the materials, along with activities created entirely by me, I've used the Teacher Resources material provided by PULSE 2 by MacMillan publishing house.

5. 1. 1st CSE English Sessions

The first course to implement my English Language Teaching Research is the first year of CSE. I communicate with students using a combination of English and Spanish, so they start to be familiar with the language.

In the first session I make a classic presentation of the Present Simple, the demonstratives, the possessive S and family relatives for the $\frac{2}{3}$ of the hour.

The remaining $\frac{1}{3}$ of the session devotes to an activity made by myself: *My fictional family tree*. This activity's goal is for each student to form their own fictional family from a paper-based template of a family tree that I give them. I also provide them some pictures of "trend or influential" icons among today's young people generation: soccer players, TikTokers, singers, etc. so they can glue them into *My fictional family tree*. The objective of the activity is to complete the template with the correct family relatives. Students practice their vocabulary memory, because family relatives must be memorised.



My fictional family tree template made by myself







1st CSE traditional methodology: *My fictional family tree* activity (First session)

The second session focuses on a traditional exam, which includes vocabulary and grammar of the previous session. I created this exam with the help of the 2nd CSE English textbook called PULSE 2 by MacMillan publishing house. Due to the course of the book, I decided to get inspiration from the easiest and basic activities and try to adapt them in the exam to approximate a similar level as 1st CSE. This traditional exam consists of four exercises: the first one is about the Present Simple, the second exercise works the Possessive S, the third one relates to demonyms (nationalities) and the last one with Present Simple again.

This is the model of my CSE traditional exam:

<p style="text-align: center;">1st CSE STARTER EXAM</p> <p>Name:..... Date:.....</p> <p>1. Complete the sentences with the words in the box.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> rises go plays drinks brush love </div> <p>I have breakfast in the morning.</p> <ol style="list-style-type: none"> Marcos _____ water every day. She _____ with her toys after school. The sun _____ in the east. We _____ our teeth before bedtime. They _____ to the park on weekends. <p>2. Correct the words in bold in the sentences.</p> <p>The cats tail is long. The cat's tail is long.</p> <ol style="list-style-type: none"> My nephew eyes are blue. _____ My friends house is big. _____ My parents's names are Blair and Chuck. _____ The teacher' classroom is clean. _____ Susans backpack is pink. _____ <div style="text-align: right; margin-top: 20px;">  </div>	<p style="text-align: center;">1st CSE STARTER EXAM</p> <p>Name:..... Date:.....</p> <p>3. Write the demonyms next to the countries.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1 Italy → <i>Italian</i></p> <p>2 Morocco →</p> <p>4 China →</p> <p>6 Portugal →</p> <p>8 Ireland →</p> </td> <td style="width: 50%; vertical-align: top;"> <p>1 England →</p> <p>3 France →</p> <p>5 Spain →</p> <p>7 Germany →</p> <p>9 Russia →</p> </td> </tr> </table> <p>4. Circle the correct words in the present simple tense.</p> <ol style="list-style-type: none"> James reads / reading a book every night. Serena and Blair run / runs in the park after school. She watched / watches her favourite show on TV. We clean / cleaning our room on Saturdays. The cat slept / sleeps in its comfortable bed. Are you listening / Do you listen to the radio every morning? <div style="text-align: right; margin-top: 20px;">  </div>	<p>1 Italy → <i>Italian</i></p> <p>2 Morocco →</p> <p>4 China →</p> <p>6 Portugal →</p> <p>8 Ireland →</p>	<p>1 England →</p> <p>3 France →</p> <p>5 Spain →</p> <p>7 Germany →</p> <p>9 Russia →</p>
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With this previous class, the traditional methodology ends, and the next two classes base on a more modern learning approach.

The third session tries to focus on another competence than just memory. In this class, the oral text interpretation and the oral output (*speaking*) competences are mainly worked on. I carry out an activity designed by myself: *Let's talk in English!*

How to play *Let's talk in English!* ? These are the rules of the activity:

There are eight groups of four people approximately. The teacher (me) gives a few cards to each group faced down. There are two types of cards:

- Basic Card: which contains a basic question. (these type of cards are in yellow)
- Bonus Card: which consists of a “guess who” with the members of every group (these cards' colour are in orange)



1st CSE modern methodology: *Let's talk in English!* material



The game begins with one person in the group grabbing a card and depending on what they get, they must do one thing or another:

→ If the student picks a Basic Card, they have to choose another person of the group and ask them the question of the card. This chosen person must answer correctly in English with a full sentence. Once they answer, this chosen person grabs another card and does the same as what their classmate did before.

→ If the student gets a Bonus Card, the student must guess who of their group it's about according to the content of the card.

The goal of this activity is to practice English speaking, try to understand classmates' pronunciation and form spontaneous answers through cooperation and participation. After this speaking practice, students expand their vocabulary because I add certain new words, such as: siblings, weather, etc.



1st CSE modern methodology: *Let's talk in English!* activity (third session)

The last session starts with a review of the traditional exam correction to solve students' doubts about the theory. When the correction finishes, I carry out an activity that tries to apply the *blended-learning* technique from Portugal educational system with the use of *Kahoot!*

Kahoot! is an online platform where teachers are allowed to create quizzes, so their students can compete. The objective of this activity from the students' perspective is to use *Kahoot!* as a learning tool for their mastery of English. The *Kahoot!* Quiz is designed by me based on all the subjects I teach in the sessions before: Present Simple, demonyms, the Possessive S and Family relatives.

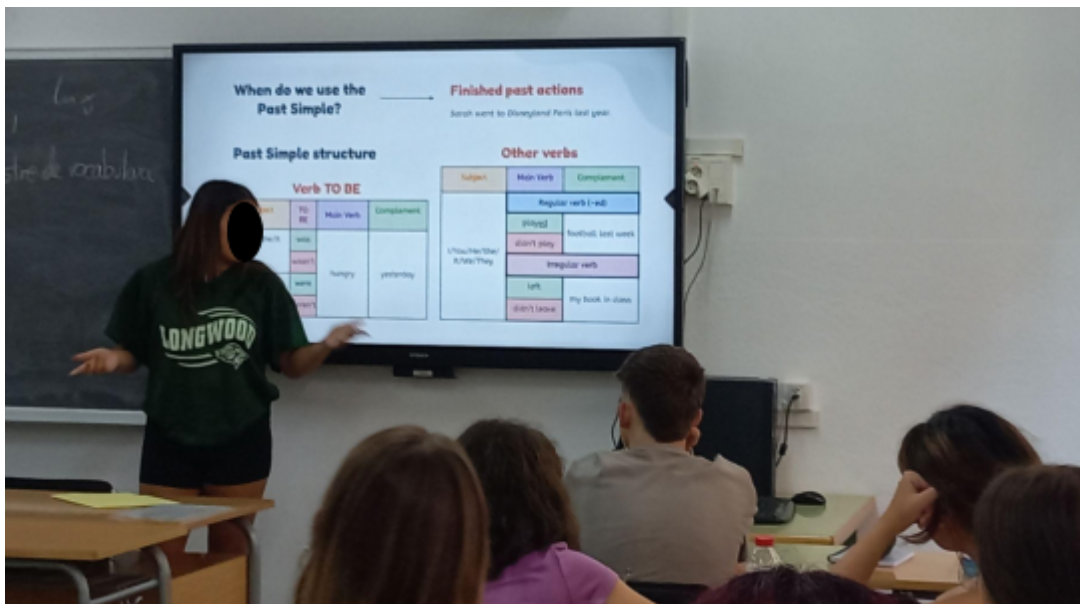
At the end of the class, students dedicate a few minutes to answer the survey.

5. 2. 2nd A Levels English Sessions

2nd of A Levels is the second course where I implement my English Language Teaching Research. The four sessions I carry out follow the same structure as I show in section 4. "My methodology". During these sessions, I communicate towards students only in English.

In the first class, where the traditional teaching develops, I present a grammar review of the whole CSE. This presentation lasts $\frac{2}{3}$ of the class. I use the remaining time to

make a classic activity that bases on sentence *Transformation* and a review of the irregular verbs. I decided to focus on this topic because it is basic for this level and I want to see if they surpass it. The activity consists of the formulation of questions to the answers the exercise asks. Students practice this topic through CSE. The same goes with the irregular verbs, they have to be a master on this topic because it is the basis of the English language.



2nd A Levels traditional methodology: *Let's refresh English!* Presentation (First session)


2nd A Levels Classic Activity

Name:..... Date:.....

TRANSFORMATION


1. Make questions for the following answers. Use the correct time tense (*Present Simple, Past Simple, Will / Won't or Be going to*).

- I usually wake up at 7:00 AM. _____ ?
- She visits her grandparents once a month. _____ ?
- Yes, I had a great time during my summer vacation last year. _____ ?
- They met for the first time three years ago. _____ ?
- In 10 years I think I will be working in a successful career. _____ ?
- No, they won't attend the concert tomorrow because they have other plans. _____ ?
- I am going to visit my friends and watch a movie on the weekend. _____ ?
- She is carrying an umbrella because it's going to rain later. _____ ?
- I exercise three times a week, and today I will do some cardio. _____ ?
- Yes, I studied last night, and tonight I am going to study for my history exam. _____ ?



2. Fill in the gaps the missing forms of IRREGULAR VERBS:

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	TRANSLATION
go			
		made	
	thought		
			parlar/hablar



2nd A Levels traditional methodology: *TRANSFORMATION* activity (First session)

The second session consists of an exam which includes the topics that I presented in the previous session. The exam has seven exercises: 1. Focused on Present Simple and the Past Simple, 2. *Transformation* classical activity (I include four examples from the activity of session one, 3. Focused on Will and the Be going to, 4. Based on the First Conditional, 5. The Be going to and, 6. A classic “fill in the gaps the missing forms of IRREGULAR VERBS”. The last exercise of the exam is a writing task, where students should demonstrate their mastery in grammar through written output.

2nd A LEVELS STARTER EXAM

Name:..... Date:.....

1. Complete the sentences with the present simple or past simple form of the verbs in brackets.

- Last night, I _____ (watch) a fascinating documentary on marine life.
- Every weekend, we _____ (go) hiking in the nearby mountains.
- She usually _____ (read) a book before bedtime, but yesterday she _____ (watch) a movie instead.
- Tom always _____ (enjoy) playing video games after school, but yesterday he _____ (do) his homework first.
- My grandparents _____ (visit) us every summer, and we always have a great time together.

2. Make questions for the following answers. Use the correct time tense (Present Simple, Past Simple, Will / Won't or Be going to).

- In 10 years I think I will be working in a successful career. _____?
- She visits her grandparents once a month. _____?
- She is carrying an umbrella because it's going to rain later. _____?
- Yes, I studied last night, and tonight I am going to study for my history exam. _____?

3. Circle the correct words of will/won't or be going to.

- I think it _____ rain later, so I'll take my umbrella with me.
(will / won't / be going to)
- Sarah has already made up her mind. She _____ apply for that job.

2nd A LEVELS STARTER EXAM

Name:..... Date:.....

(will / won't / be going to)

- They _____ have a big party to celebrate their anniversary next week.
(will / won't / be going to)
- If you leave now, you _____ miss the bus!
(will / won't / be going to)
- I'm so excited! I _____ travel to Paris for the first time next month.
(will / won't / be going to)

4. Complete the sentences with the correct form of the verbs in brackets. (First conditional)

- If you _____ computer games all day, you _____ your exams! (play / not pass)
- If my school _____ to match, I _____ very happy! (lose / not be)
- We _____ a pizza if we _____ hungry tonight. (order / be)
- You _____ your holiday if it _____ (not enjoy / rain)

5. Write sentences with be going to and the verbs in brackets.

- They _____ (buy) a new car next week.
- I _____ (visit) my grandparents over the weekend.
- We _____ (have) a picnic in the park this Saturday.
- James _____ (start) a new job in the department next month.

6. Fill in the gaps the missing forms of IRREGULAR VERBS:

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	TRANSLATION
go			

2nd A Levels traditional exam
(Second session)


2nd A LEVELS STARTER EXAM

Name:..... Date:.....

		made	
	thought		
	cut		parlar/hablar
			escriure/escibir
eat			
	wore		
			créixer/crecer
	knew		

WRITING



You just woke up and had the craziest dream of your life. Explain it to someone from 70 to 80 words.



In the third session, the modern methodology starts being applied. I carry out two activities: *Can you find them?* and *Complete the song!*. In *Can you find them?* Transformation is practised in a dynamic form, focusing on students: through *speaking*. This exercise, as its name says, consists of finding classmates who accomplish the tasks of each sentence of the activity. For example, the first task is: "Find three people who live in the same neighbourhood". This is a type of transformation because students are forced to formulate questions and in an oral form to complete the activity. In this activity, the learning becomes more practical and

cooperative because students help each other using English. Also, some competences are carried out at the same time: oral speech, because students apply their English mastering in oral communication; oral text interpretation, because students apart from being understood, they try to understand their classmates' questions; simple written text planning, because they have to pass oral texts information into written texts in a simple but advanced level form.

The next activity of this third session is *Complete the song!* which consists of filling the gaps with the missing words of the lyrics of the song "Locked Out Of Heaven" by Bruno Mars. I propose this song because I consider the lyrics adapt quite well to a 2nd A Levels level. In this exercise, students should be able to recognise English vocabulary, establishing the oral text interpretation competence (listening). The song is played for a maximum of two times.

<p style="text-align: center;">2nd A Levels Modern Activity</p> <p style="text-align: center;">CAN YOU FIND THEM?</p> <ul style="list-style-type: none"> • Find three people who live in the same neighbourhood. _____ • Find three people who traveled to the same foreign country in 2022. _____ • Find three people who have watched the same movie. _____ • Find two people who met for the first time last year. _____ • Find two people who are going to celebrate their birthdays this winter. _____ • Find two people who enjoy reading. _____ • Find three people who studied together at school. _____ • Find three people who own a pet. _____ • Find three people who went to their town last summer. _____ • Find two people who listened to the same song last week. _____ • Find two people who are going to study a similar degree. _____ • Find three people who are the same age. _____ <div style="text-align: center;">  </div>	<p style="text-align: center;">2nd A Levels Modern Activity (I)</p> <p style="text-align: center;">COMPLETE THE SONG!</p> <p>Bruno Mars - Locked Out Of Heaven</p> <p>Never had much (1) _____ in love or (2) _____ Oh, whoa, whoa, whoa, yeah, yeah, yeah Never wanna put my (3) _____ on the line Can I just stay (24) _____ ? But (4) _____ in your water's something spiritual Spend the (25) _____ of my days here? I'm born again every time you (5) _____ the night Oh, whoa, whoa, whoa, yeah, yeah, yeah Can I just stay (26) _____ ? 'Cause your sex takes me to (6) _____ Spend the (27) rest of my days here Yeah, your sex takes me to (7) _____ And it shows 'Cause you make me (28) _____ like Yeah, yeah, yeah I've been locked out of (29) _____ For too long, for too long 'Cause you make me (8) _____ like Yeah, you make me (30) _____ like I've been locked out of heaven I've been locked out of (31) _____ For too long, for too long Yeah, you make me (9) _____ like For too long, for too long, oh-oh, oh-oh-oh I've been (10) _____ out of heaven For too long, for too long, oh-oh, oh-oh-oh Oh, yeah, yeah, yeah, yeah Oh, yeah, yeah Oh, yeah, yeah, yeah, yeah You bring me to my (11) _____, you make me (12) _____ You can make a sinner change his (13) _____ Open up your (14) _____ 'cause I can't wait to see the light And right there is (15) _____ I wanna (16) _____ 'Cause your sex takes me to (17) _____ Yeah, your sex takes me to (18) _____ And it (19) _____ Yeah, yeah, yeah 'Cause you make me (20) _____ like I've been locked out of (21) _____ For too long, for too long Yeah, you make me (22) _____ like I've been locked out of (23) _____ For too long, for too long, oh</p> <div style="text-align: center;">  </div>
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2nd A Levels modern methodology: *Can you find them?* and *Complete the song!*
activity (Third session)

In the fourth session, two tasks are carried out: a review of the traditional exam correction to solve students' doubts, and a last activity through the platform *Kahoot!*

This session has the same exact structure as 1st CSE's last session. This means, this activity applies the *blended-learning* technique, too.

Students carry out two *Kahoot!* Quizzes that are not designed by me because they have certain features such as sentence order, answers written by the students, among others. These features are useful to practise English learning. The first quiz is based on the Present Simple and the Past Simple, and the other one is based on the First Conditional. I don't carry out more quizzes because of the lack of time.

At the end of the class, students dedicate a few minutes to answer the survey.



2nd A Levels modern methodology: exam revision (Fourth session)

6. Evaluation

6. 1. Evaluation guidelines

To explain in detail how I evaluate each activity, I divide each course into the two methodologies I work with.

6. 1. 1. 1st CSE Evaluation guidelines

In the classical teaching methodology of 1st CSE, *My fictional family tree* activity is the first one to carry out. I evaluate if the orthography is correctly written and if the family relative and the image are correctly corresponded.

The traditional exam is rated out of ten. I distribute the mark of each exercise according to their difficulty: the difficult ones have the maximum mark in contrast to the easy ones, which have the minimum mark. Spelling errors don't deduct the mark, unless it is a capital letter error from a proper noun. I decide to deduct this spelling error in the mark because it is a common mistake of English students. It needs to be corrected from a young age, so students improve this spelling rule.

I evaluate the activities from the modern methodology at the same time they are carried out because they are based on *speaking* and an online game played at the moment.

In the *speaking* exercise (*Let's talk in English!*), I evaluate and correct students in fields such as: pronunciation, sentence structure, vocabulary, language use between the students and the teacher, language use among classmates, student's doubts, among others. At the end of the class, I repeat different questions from the activity in Catalan to see if students are able to translate them into English. Depending on their ability at translating, the efficacy of the activity will be checked.

The last activity is a Kahoot. I evaluate students' mistakes in every round of the game, so students understand the mistake, therefore they don't do it again. I also evaluate students' attitude and: participation, encouragement, their role in class and students' effort in both methodologies.

6. 1. 2. 2nd A Levels Evaluation guidelines

Focusing on 2nd: A Levels, where the traditional methodology starts with the activity *Transformation* and ends with an exam. I evaluate both tasks in a stricter form than

in 1st CSE because of the level difference. From all the spelling errors, I focus on grammar (morphology and syntax). The exam has two marks: one of them represents the first six exercises with a 60% and the other mark represents the last exercise, the writing, with a 40%. Each one is rated out of ten. I distribute the mark of each exercise according to their difficulty: the difficult ones have the maximum mark in contrast to the easy ones, which have the minimum mark. I highlight the evaluation of exercise six because it is a review of the irregular verbs. So if there is a mistake in one verb, the whole row is marked as incorrect because irregular verbs must be well learned by 2nd A Levels' students. Focusing on the writing, I evaluate it depending on the grammar and the use of connectors.

The modern methodology of 2nd A Levels consists of two activities: *Can you find them?* and *Complete the song!*. I evaluate the first one and at the same time carry it out because I have to analyse students' *speaking*. I consider every student, their: pronunciation, use of grammar, vocabulary and the use of English. In this activity, I also have to correct the written texts of my students' worksheet provided by me. *Can you find them?* is not a marked task. I evaluate the activity *Complete the song!* with the help of all the students of the class when the song finishes playing for the second time in class. To check the correction, each verse of the song has to be read student by student to complete the whole song by their answers.

The *Kahoot!*'s carried out in the last session are evaluated by me in the same way I did in 1st CSE: I evaluate students' mistakes in every round of the game, so students understand the mistake, therefore they don't do it again.

6. 1. 3. Survey










The survey that all my students fill at the end of the fourth session are distributed in two sections: "**La llengua anglesa al voltant nostre**", which translates into "**English language around us**" and the "**English teaching survey**". The purpose of the first section is getting to know what "place" does English take in the students' life. In other words, what use and practise they give English outside school, their interest in learning, the awareness of English mastering, their encouragement in class, among others. The second section relates to my four English teaching sessions, which includes questions that compare both methodologies to discover which one of the students prefer according to the efficiency.

Surveys aren't rated as a mark.

6. 2. Evaluation resources

A few activities from my practice section are evaluated with the help of some resources made by myself. These evaluation resources are revised by an English teacher, so they are reliable and correct.

The exams of both courses are evaluated with an answer key for each one of them. In each answer key appears the mark of every exercise. I evaluate the writing of 2nd A Levels with a rubric which divides grammar and the use of connectors. Grammar refers to the 60% of the total mark, and the use of connectors, a 40%.

1st CSE Exam Answer Key	1st CSE Exam Answer Key
<p>1. Complete the sentences with the words in the box. 2,5p (0,5 each one)</p> <ol style="list-style-type: none"> Marcos <u>drinks</u> water every day. She <u>plays</u> with her toys after school. The sun <u>rises</u> in the east. We <u>brush</u> our teeth before bedtime. They <u>go</u> to the park on weekends. <p>2. Correct the words in bold in the sentences. 3,75p (0,75 each one)</p> <ol style="list-style-type: none"> My nephew's eyes are blue. My friend's house is big. My parents' names are Blair and Chuck. The teacher's classroom is clean. Susan's backpack is pink. <p>3. Write the demonyms next to the countries. 2,25p (0,25 each one)</p> <ol style="list-style-type: none">  England → English  Morocco → Moroccan  France → French  China → Chinese  Spain → Spanish 	<p>4. Circle the correct words in the present simple tense. 1,5 (0,25 each one)</p> <ol style="list-style-type: none"> James (reads / reading) a book every night. Serena and Blair (run / runs) in the park after school. She (watched / watches) her favourite show on TV. We (clean / cleaning) our room on Saturdays. The cat (slept / sleeps) in its comfortable bed. Are you listening / Do you listen to the radio every morning? <p>6  Portugal → Portuguese 7  Germany → German</p> <p>8  Ireland → Irish 9  Russia → Russian</p>

1st CSE traditional exam Answer Key

Traditional exam ANSWER KEY

1. Complete the sentences with the present simple or past simple form of the verbs in brackets.

- Last night, I **found** (find) a fascinating documentary on marine life.
- Every weekend, we **go** (go) hiking in the nearby mountains.
- She usually **reads** (read) a book before bedtime, but yesterday she **watched** (watch) a movie instead.
- Tom always **enjoys** (enjoy) playing video games after school, but yesterday he **did** (do) his homework first.
- My grandparents **visit** (visit) us every summer, and we always have a great time together.

2. Make questions for the following answers. Use the correct time tense (Present Simple, Past Simple, Will / Won't or Be going to).

- In 10 years I think I will be working in a successful career.*
Q: What do you think you will be doing in 10 years?
- She visits her grandparents once a month.*
Q: How often does she visit her grandparents?
- She is carrying an umbrella because it's going to rain later.*
Q: Why is she carrying an umbrella?
- Yes, I studied last night, and tonight I am going to study for my history exam.*
Q: Did you study last night, and what are you going to study tonight?

3. Circle the correct words of will/won't or be going to.:

- I think it **will** rain later, so I'll take my umbrella with me.
(will / won't / be going to)
- Sarah has already made up her mind. She **is going to** apply for that job.
(will / won't / be going to)
- They **are going to** have a big party to celebrate their anniversary next week.
(will / won't / be going to)
- If you leave now, you **won't** miss the bus!
(will / won't / be going to)
- I'm so excited! I **am going to** travel to Paris for the first time next month.

Traditional exam ANSWER KEY

(will / won't / be going to)

4. Complete the sentences with the correct form of the verbs in brackets.


- If you **play** computer games all day, you **won't pass** your exams! (play / not pass)
- If my school **loses** the match, I **won't be** very happy! (lose / not be)
- We **will order** a pizza if we **are** hungry tonight. (order / be)
- You **won't enjoy** your holiday if it **rains**. (not enjoy / rain)

5. Write sentences with be going to and the verbs in brackets.

- They **are going to** (buy) a new car next week.
- I **am going to** (visit) my grandparents over the weekend.
- We **are going to** (have) a picnic in the park this Saturday.
- James **is going to** (start) a new job in the department next month.

6. Fill in the gaps the missing forms of IRREGULAR VERBS:

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	TRANSLATION
go	went	gone	anar
make	made	made	fer/crear
think	thought	tought	pensar
speak	spoke	spoken	parlar
cut	cut	cut	tallar
write	wrote	written	escriure
eat	ate	eaten	menjar
wear	wore	worn	portar vestit
grow	grew	grown	créixer
know	knew	known	saber/conèixer



2nd A Levels traditional exam Answer Key

Writing → - 60% Grammar
 - 40% Connectors

Grammar 60%

Excellent (5-6/6)	Good (3-4/6)	Average (1-2/6)	Failed (0/6)
2, 1 or 0 wrong use of grammar	3 wrong use of grammar	4 wrong use of grammar	5 or more wrong use of grammar

Connectors 40%

Excellent (4/4)	Good (3/4)	Average (2/4)	Failed (1/4)
3 or more use of connectors	2 use of connectors	1 use of connectors	0 use of connectors

2nd A Levels traditional exam: Writing Rubric



The *Transformation* activity from the traditional method of 2nd A Levels is also evaluated with an answer Key. This task doesn't have a mark.

2nd A Levels Traditional Activity ANSWER KEY

TRANSFORMATION

1. Make questions for the following answers. Use the correct time tense (*Present Simple, Past Simple, Will / Won't or Be going to*).

Present Simple:

1. *I usually wake up at 7:00 AM.*

Q: What time do you usually wake up?

2. *She visits her grandparents once a month.*

Q: How often does she visit her grandparents?

Past Simple:

3. *Yes, I had a great time during my summer vacation last year.*

Q: Did you enjoy your summer vacation last year?

4. *They met for the first time three years ago.*

Q: When did they meet for the first time?

Will / Won't:

5. *In 10 years I think I will be working in a successful career.*

Q: What do you think you will be doing in 10 years?

6. *No, they won't attend the concert tomorrow because they have other plans.*

Q: Will they attend the concert tomorrow?

Be Going To:

7. *I am going to visit my friends and watch a movie on the weekend.*

Q: What are your plans for the weekend?

8. *She is carrying an umbrella because it's going to rain later.*

Q: Why is she carrying an umbrella?

Mix of Tenses:

9. *I exercise three times a week, and today I will do some cardio.*

Q: How often do you exercise, and what workout will you do today?

10. *Yes, I studied last night, and tonight I am going to study for my history exam.*

Q: Did you study last night, and what are you going to study tonight?

2nd A Levels Traditional Activity ANSWER KEY

2. Fill in the gaps the missing forms of IRREGULAR VERBS:

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	TRANSLATION
go	went	gone	anar
make	made	made	fer/crear
think	thought	thought	pensar
speak	spoke	spoken	parlar

2nd A Levels traditional activity Answer Key



The evaluation resource I use to evaluate the *Complete the song!* activity from the modern methodology of 2nd A Levels is an answer key, too. The answer key shows the whole lyrics of the song.

2nd A Levels Modern Activity (I)

COMPLETE THE SONG!

Bruno Mars - Locked Out Of Heaven

Never had much (1)faith in love or (2)miracles	Oh, whoa, whoa, whoa, yeah, yeah, yeah
Never wanna put my (3)heart on the line	Can I just stay (24)here?
But (4)swimmin' in your water's something spiritual	Spend the (25)rest of my days here?
I'm born again every time you (5)spend the night	Oh, whoa, whoa, whoa, yeah, yeah, yeah
	Can I just stay (26)here?
'Cause your sex takes me to (6)paradise	Spend the (27)rest of my days here
Yeah, your sex takes me to (7)paradise	
And it shows	'Cause you make me (28)feel like
Yeah, yeah, yeah	I've been locked out of (29)heaven
	For too long, for too long
'Cause you make me (8)feel like	Yeah, you make me (30)feel like
I've been locked out of heaven	I've been locked out of (31)heaven
For too long, for too long	For too long, for too long, oh-oh, oh-oh-oh
Yeah, you make me (9)feel like	
I've been (10)locked out of heaven	
For too long, for too long, oh-oh, oh-oh-oh	
Oh, yeah, yeah, yeah, yeah	
Oh, yeah, yeah	
Oh, yeah, yeah, yeah, yeah	
You bring me to my (11)knees, you make me (12)testify	
You can make a sinner change his (13)ways	
Open up your (14)gates 'cause I can't wait to see the light	
And right there is (15)where I wanna (16)stay	
'Cause your sex takes me to (17)paradise	
Yeah, your sex takes me to (18)paradise	
And it (19)shows	
Yeah, yeah, yeah	
'Cause you make me (20)feel like	
I've been locked out of (21)heaven	
For too long, for too long	
Yeah, you make me (22)feel like	
I've been locked out of (23)heaven	
For too long, for too long, oh	

2nd A Levels modern activity Answer Key

6. 3. Students' results

I divide students' results in the two courses.

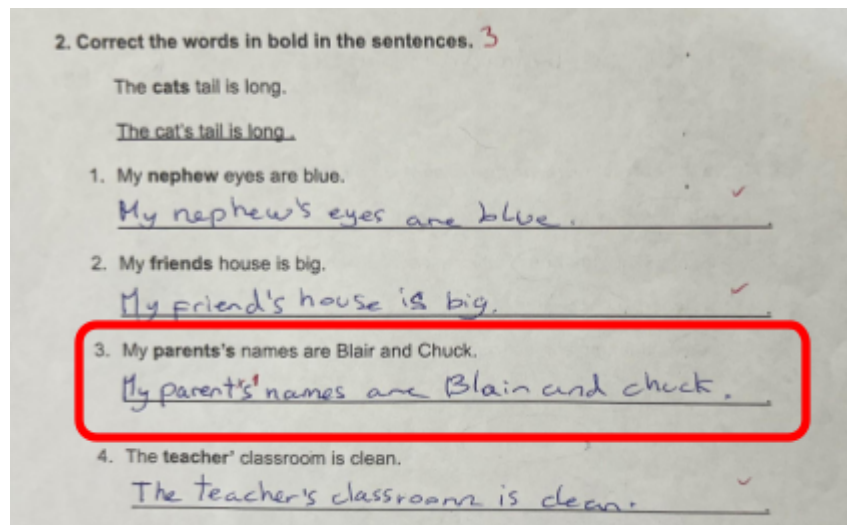
6. 3. 1. 1st CSE's session results

During the presentation of the classical methodology, students have an attentive attitude. They are fully focused on the grammar that I expose, without asking any doubt during or at the end of the presentation. Students stay very quiet and take notes on their notebooks.

In *My fictional family tree* activity , carried out in the same session, students seem to be more interested because they can design their own family with the provided pictures of "influential" people or cartoon characters. They do the activity correctly and with dedication.

The next session, where students elaborate a traditional exam, most of them finish it with quickness. The exam results are very positive because a large group of

students achieves high marks. In general, the most common mistake students make is related to the Possessive S:



1st CSE students' exam

(Most students don't understand the Possessive S structure when it comes to a plural noun)

However, they master demonyms because it is based on memorisation.

In the beginning of the *speaking* session, students are ashamed to speak in English in case they are wrong because of their lack of practise and dedication to the language. Throughout the activity, the shame disappears and students feel more comfortable with the *speaking* practice and tend to participate with motivation.

In general, their weakness is spontaneous oral sentences and their strength is pronunciation. The positive point of the activity is their sign of interest in learning because they show effort and participation. They lack vocabulary, which is normal in their course, but they should practise it with more frequency to expand it. The final questions I ask at the end of the class to check the effectiveness of the activity are correctly answered by students. Therefore, the *speaking* activity is effective.

In the *Kahoot!* activity, students are excited because they can compete with their classmates. In the first rounds, some of them tend to make common mistakes related to the Possessive S, so I explain it again, and they end up understanding the rule. The next rounds related to the Possessive S, the majority of students answered them correctly. Throughout the game, I observe student's mistakes and right answers to assess their progress. At the end of the session, it is proved that *Kahoot!*

It is a great learning tool because it helps students to learn from their mistakes in an entertaining form.

6. 3. 2. 2nd A Levels' session results

In the first session, students show a similar attitude as 1st CSE's first session: an attentive and quiet attitude focused on the exposition of the grammar. Some students take notes, and others show signs of boredom and lack of interest. The traditional *Transformation* activity has alarming results because of the simple mistakes students make. The most common mistake is the syntax, for example: the conjugation of the auxiliary verb *do* in an interrogative sentence in Present Simple.

2nd A Levels's students pass the traditional exam with "rollercoaster" marks. Some of them get marks of eights or nines, and others with fives or six. The first section of the exam -from exercise one to six- based on grammar, despite its frequent practice in CSE, the results aren't as excellent as they should be. They tend to get wrong verbal time tenses and irregular verbs. The *writings* end up with pretty good marks because students write according to their English mastery. I also highlight the great level of vocabulary and the creativity students have. Even so, the lack of English practice is shown because they don't master morphology or verbal tenses.

In the third session, the methodology changes completely: more interactive, dynamic and centred on students. Therefore, students' attitude becomes more participative and appealed. In the *Can you find them?* activity mainly based on *speaking*, 2nd A Levels students make the mistake as 1st CSE students: the sentence structure. This mistake causes misunderstandings and loose concordance to the message. They also use some words in Spanish when they don't know the translation. The pronunciation level is low, so it should improve. Despite the difficulties, both activities (*Can you find them?* and *Complete the song!*) are carried out successfully.

The last session, where student's doubts are solved properly, I did two *Kahoot!* Quizzes. The first quiz, centred in Present Simple and Past Simple, has unfavourable results because most of them were related to the verb conjugation in the Present Simple and the irregular verbs form of the Past Simple. These mistakes are common in the CSE level because the Present Simple and the Past Simple are

the basis of English. Therefore, it shouldn't be a mistake for 2nd A Levels students because they supposedly have a higher level than CSE. In the second *Kahoot!*, centred in the First Conditional, similar mistakes as the first quiz appear.

7. Students' results examination

According to all the sessions, we verify that the traditional methodology provides us higher academic results than the modern methodology. The two methods should show the same academic results because both of them provide the same subjects/content to students. This makes us question the traditional methodology of teaching because it attributes a mark that isn't well adapted to students' English mastery. This fact makes us tend to rely on the modern methodology instead of the traditional.

If we compare the academic results between the two courses, 2nd A Levels make the same mistakes as 1st CSE. Therefore, the traditional methodology isn't effective nor reliable because there is no existence of academic progress.

8. Conclusions

8. 1. Research Project result

English teaching isn't effective because the problem takes place in the form that it is carried out in real classes. Factors, such as the large number of students in a class, determine the classroom academic level.

The traditional methodology has a fast process, which tries to carry out all the content/subjects in a short period of time. This quickness determines the low quality of learning because the subjects don't end up being polished/refined. So, students build up brush-strokes of each subject without mastering them individually.

This teaching gets stuck in grammar instruction, leaving behind students' participation in class.

Traditional methodology isn't reliable because it is deceptive. Provides students academic results that don't represent their real level of English. Consequently, students believe they own a high level of English when the harsh reality is another, considering that when it comes to carrying out their "master" in real and social situations, students face the inability of communication on account of a lack of polished learning and language practice. This fact makes us focus on dynamic, participative and interactive classes.

These classes can be carried out through the modern methodology. This method has a slower process on account of the detailed focus in each subject/content and the period of time used, so students can apply it in two types of text: oral text and written text. As a result, the learning becomes more effective than the traditional one because of the focused dedication through interactive, dynamic and interactive classes that use techniques as *blended-learning* or activities based on projects. This methodology is more reliable than the traditional because it's closer to students' real English mastering.

Amb quin tipus d'ensenyament creus que has après més? Per què ho penses?

32 respostes

amb la metodologia perquè és més fàcil amb els ordinadors.

la manera moderna perquè tens molta més informació en un segon

La moderna perquè amb les activitats has d'estar més atent.

Crec que les dues són importants, però m'agradaria saber més anglès i sentir-me més segura abans d'haver de parlar o fer exposicions en anglès.

Amb el tradicional, perquè s'em fa més fàcil.

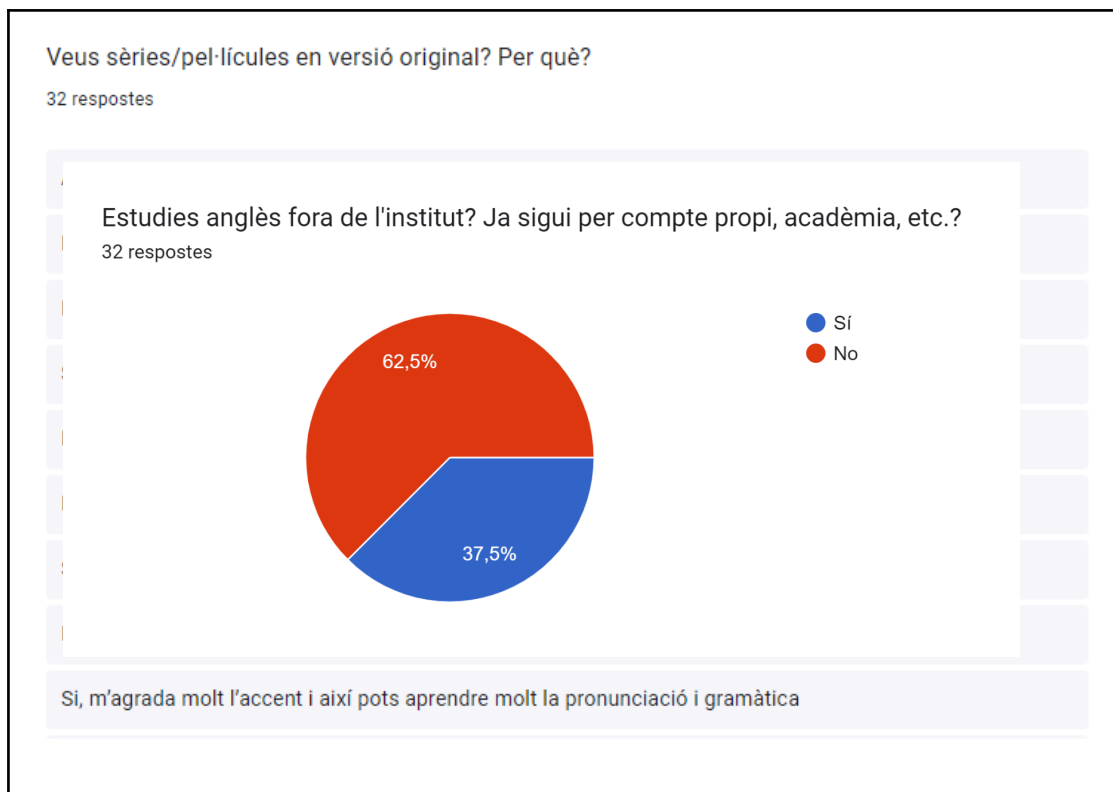
amb la tradicional

Amb la moderna ja que la dinàmica és més moguda i menys totxo

Jo crec que amb la moderna perquè és més pràctic.

Amb el modern perquè és més pràctic.

In general, students prefer the modern methodology because interactive and dynamic sessions make them more enthusiastic in class. Also, one student mentions the use of technology as a learning tool, an important learning technique for this generation of Social Media.



Students don't use or study English outside school equally. This fact shows the need to apply a methodology technique that maintains the balance between home learning and class learning for all students: *blended-learning*.

In conclusion, to assess a possible upgrade to the current system of English teaching, a modern methodology closer to students' real English mastery has to be developed from a young age. It should be flexible, adapting itself into dynamic and interactive classes to achieve an advanced English mastery through students' constant participation. This modern methodology should be carried out in school and outside school with the help of techniques as *blended-learning* or student-based learning. Thanks to this teaching guidance, we could confirm the hypothesis of this Research Work because I have proven a methodology that could affect positively the English teaching in Catalan schools.

9. Dedications

I dedicate this Research Project to all students of any age because we should use this project as an evidence of a possible improvement in our Educational System and fight together to be heard by Educational Ministers.

I also dedicate this Research Project to certain people who have helped me frequently with their support, encouragement and suggestions.

Firstly, I want to express my gratitude to my TR teacher, who has always helped me through this Research Project, providing me with a lot of ideas and schedules.

I also want to give a big thank you to my English teacher for allowing me to implement my practice sessions in her English classes and giving me good advice on teaching.

Lastly, I express my gratitude to my mum, my dad and my older sister, who have supported and encouraged me from the beginning to the end of this whole project.

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