



UNIVERSITAT DE
BARCELONA

Perception of English at schools: What are the consequences in the teaching and learning processes?

Author: Coral Peña Aguilar

Modality: Research

Counsellor: Marta Beatriz Esteban Tortajada

Credits: 12

Double degree on education

Academic course: 2020-2021

Final Degree Project

University of Barcelona – Education Faculty

INDEX

1. Abstract and keywords.....	3
2. Introduction.....	5
3. Aims.....	6
4. Theoretical framework.....	6
4.1. Perception on languages and language learning.....	7
4.2. The way a foreign language is learnt.....	9
4.3. Since when English is learnt in our country.....	12
4.4. Quantity of hours spent to learn English.....	15
4.5. CLIL methodology.....	18
4.6. Results of official documents.....	20
5. Methodology and data collection techniques.....	22
5.1. Method.....	22
5.2. Informants.....	23
5.3. Data collections tools.....	25
5.4. Data analysis process.....	27
5.4.1. Data obtained from students (School 1 and 2).....	27
5.4.2. Data obtained from English teachers (School 1 and 2).....	28
5.4.3. Data obtained from other English teachers.....	29
6. Presentation of the results.....	30
6.1. Results obtained from students (School 1).....	30
6.2. Results obtained from English teachers (School 1).....	35
6.3. Results obtained from students (School 2).....	38
6.4. Results obtained from English teachers (School 2).....	42
6.5. Results obtained from other English teachers.....	45
7. Discussion of the results.....	49
7.1. Methodology dimension.....	49
7.2. Perception of English dimension.....	51
7.3. Role and presence of English dimension.....	54

7.4. Impact of CLIL dimension.....	56
7.5. Teacher training dimension.....	57
7.6. Conclusion.....	58
8. Prospective and limitations.....	59
9. References.....	60
10. Appendix.....	64

1. Abstract and keywords

Abstract

Learning and teaching of English is not always enjoyable for students and English teachers and, consequently, they do not always enjoy this language. For this purpose, the main aim of this Final Degree Project is to understand the consequences of the way English is perceived in the teaching and learning processes of Early Years and Primary Education English teachers and students. To do so, this project became a qualitative research focused on the interpretative paradigm, and the applied data collection tools were a discussion group (with Grade 2 students of Primary Education), a storytelling activity (with P5 pupils of Early Years Education), a semi-structured interview (to an English teacher of Primary Education) and a mixed questionnaire (to Early Years or Primary Education English teachers of different Catalan schools). The first three instruments were applied in duplicate, as they were carried out in two schools. Regarding the results, most Grade 2 students that have a bad perception of English is due to the way this language is taught, and not because of the language itself. Moreover, most of the obtained results confirm the information from the theoretical framework of this study. Finally, it has been verified the existing link between the methodology used and the perception of English at the end of this project, as well as the benefits of Content and Language Integrated Learning (CLIL).

Keywords: English teaching and learning, Early Years and Primary Education, Perception of English, Methodology, Content and Language Integrated Learning (CLIL).

Resum

L'aprenentatge i ensenyament de l'anglès no sempre és agradable per als alumnes i els mestres d'anglès i, conseqüentment, no sempre gaudeixen d'aquesta llengua. Per aquest motiu, l'objectiu principal d'aquest Treball de Fi de Grau és comprendre les conseqüències de la manera en què l'anglès és percebut en els processos d'ensenyament i aprenentatge per part dels mestres d'anglès i dels alumnes d'Educació Infantil i Primària. Per fer-ho, aquest projecte ha esdevingut una recerca qualitativa centrada en el paradigma interpretatiu, i els instruments de recollida de dades aplicats han estat un grup de discussió (amb alumnes de 2n d'Educació Primària), una activitat a partir d'un conte (amb infants de P5 d'Educació Infantil), una entrevista semiestructurada (a una mestra d'anglès d'Educació Primària) i un qüestionari mixt (a mestres d'anglès d'Educació Infantil o

Primària de diferents escoles catalanes). Els tres primers instruments s'han aplicat per duplicat, ja que s'han dut a terme a dues escoles. Quant als resultats, la majoria dels alumnes de 2n que tenen una mala percepció de l'anglès es deu a la manera d'ensenyar aquesta llengua, i no per la llengua en sí. A més, la majoria dels resultats obtinguts confirmen la informació del marc teòric d'aquest estudi. Finalment, en acabar aquesta recerca s'ha constatat la vinculació existent entre la metodologia emprada i la percepció de l'anglès, així com els beneficis del *Content and Language Integrated Learning* (CLIL).

Paraules clau: Ensenyament i aprenentatge de l'anglès, Educació Infantil i Primària, Percepció de l'anglès, Metodologia, *Content and Language Integrated Learning* (CLIL).

Resumen

El aprendizaje y enseñanza del inglés no siempre es agradable para los alumnos y maestros de inglés y, en consecuencia, no siempre disfrutan de esta lengua. Por este motivo, el objetivo principal de este Trabajo de Fin de Grado es comprender las consecuencias de la manera en que el inglés es percibido en los procesos de enseñanza y aprendizaje por parte de los maestros de inglés y de los alumnos de Educación Infantil y Primaria. Por ello, este proyecto se ha convertido en una investigación cualitativa centrada en el paradigma interpretativo, y los instrumentos de recogida de datos aplicados han sido un grupo de discusión (con alumnos de 2º de Educación Primaria), una actividad a partir de un cuento (con niños de P5 de Educación Infantil), una entrevista semiestructurada (a una maestra de inglés de Educación Primaria) y un cuestionario mixto (a maestros de inglés de Educación Infantil o Primaria de diferentes escuelas catalanas). Los tres primeros instrumentos se han aplicado por duplicado, pues se han llevado a cabo en dos escuelas. En cuanto a los resultados, la mayoría de los alumnos de 2º de Educación Primaria que tienen una mala percepción del inglés se debe a la manera de enseñar esta lengua, y no por la lengua en sí. Además, la mayoría de los resultados obtenidos confirman la información del marco teórico de este estudio. Finalmente, al acabar esta investigación se ha constatado la vinculación existente entre la metodología utilizada y la percepción del inglés, así como los beneficios del *Content and Language Integrated Learning* (CLIL).

Palabras clave: Enseñanza y aprendizaje del inglés, Educación Infantil y Primaria, Percepción del inglés, Metodología, *Content and Language Integrated Learning* (CLIL).

2. Introduction

In this Final Degree Project, it is intended to understand the consequences of the way English is perceived in the teaching and learning processes of Early Years and Primary Education English teachers and students. To achieve so, the Research modality will be carried out, through which it will be analysed whether the methodologies used by English teachers affect or not to the perception of both students and English teachers; what the role and presence of English in schools is; how it is perceived by both English teachers and students belonging to the Early Years and Primary Education stages; and how Content and Language Integrated Learning (CLIL) impacts on the students' perception of English. It will also be determined the extent to which teachers' perceptions towards the English language are affected or influenced by their level of specialisation in the subject area.

This is a very important topic to research because, as we live in a globalised world, English has become an essential language that we need to use in all contexts, in order to be competent citizens. In fact, English is the most widespread communication language, and it is considered to be the language that the population need to succeed professionally (Hernández *et al.*, 2011). To achieve so, it is not only important to learn English making use of contextualised activities that are related to the children's daily lives (Dunn, 2011), but also to help students to discover how interesting English can be (Bahamonde, 2010).

Although I have not become a teacher yet, I have had the opportunity to practise my future profession in several situations, as I have worked as an English teacher in a summer camp and as an Early Years and Primary Education trainee teacher in different Catalan schools. In all of these situations, and also in my daily life, I found out that there are too many children that feel animosity towards English. But not only this: I also found out that there are many adults that learn this language because they need it for their jobs, but they do not really enjoy the process of learning. Bearing in mind that "nowadays it is highly valued that children learn English at an earlier and earlier age" (Utrera, 2012, p.11), it is essential to address this issue to the Early Years and Primary Education stages.

Taking into account these precedents, and being aware that my profession can imply a positive change in the education of new generations, I believe it is appropriate to work this topic because, as I am going to become an English teacher, the results of this Final Degree Project can allow me to detect the root of the problem and to know in depth what the consequences are. In addition, these results will also let me improve the way in which

I practise my profession and, thus, I will become a better English teacher. To conclude, by working this topic I will also be able to determine improvement proposals, from the conclusions I obtain after having compiled and analysed the data previously collected.

3. Aims

The main goal that is intended to be achieved by carrying out this Final Degree Project is:

- To understand the consequences of the way English is perceived in the teaching and learning processes of Early Years and Primary Education English teachers and students.

The specific aims of this Final Degree Project are the following ones:

1. To find out whether the methodology used by English teachers affects or not to the perception of both English students and English teachers.
2. To know the perception of English that teachers and students belonging to Early Years Education and Primary Education have.
3. To analyse the role and the presence of English at school.
4. To analyse whether the implementation of CLIL methodology has a positive impact on students' perception of the English language.
5. To determine the extent to which teachers' perceptions towards the English language are affected or influenced by their level of specialisation in the subject area.

4. Theoretical framework

This theoretical framework contains six sections, which are the following ones: *Perception on languages and language learning*, *The way a foreign language is learnt*, *Since when English is learnt in our country*, *Quantity of hours spent to learn English*, *CLIL methodology* and *Results of official documents*. It also has to be noted that most of the information used for this theoretical framework has been obtained from Spanish or Catalan resources, even though this Final Degree Project is written in English.

In *Perception on languages and language learning*, it is explained that perceptions and beliefs are close-related, and how important beliefs are in the field of language learning. In addition, it is presented the way in which beliefs are divided and how determining it is

that they are mostly negative or positive when learning a language. Moreover, some of the most common beliefs are showed, as well as the main characteristics of these beliefs.

In *The way a foreign language is learnt*, it is showed how the teaching of a second language (L2) has changed over time. To do so, different conceptions established before 1970 until nowadays are revised, as well as the differences between the first and the second language and the factors that can ease or complicate the learning of a foreign language (FL).

In *Since when English is learnt in our country*, we discover that the teaching of English was introduced in Spain through *Ley de Educación Primaria* (1945). Later, learning a FL was promoted to reinforce the general and the specific education aims of the language area. Through *Ley Orgánica General del Sistema Educativo* (1990), students were supposed to develop their communicative competence in English. At the end of this section, we also get to know which university laws have taken place in Spain.

In *Quantity of hours spent to learn English*, the importance of creating situations where students develop their ability as English speakers is explained. However, to spend time to work English becomes a problem to fit the Catalan's timetable. For this reason, different proposals are mentioned to try to fix this situation.

In *CLIL methodology*, we discover that CLIL (Content and Language Integrated Learning) term refers to the teaching of any subject (except for languages) that uses a foreign or second language as a lingua franca, taking into account that both the content and the language learning must be balanced. In addition, CLIL is related to the 4Cs conceptual framework, and scaffolding plays an important role in this methodology. The three models of CLIL and the challenges to be faced when using CLIL are also presented.

Finally, in *Results of official documents*, it is showed that the fact of having introduced the learning of English in Early Years in Spain recently seems not to have been enough. Spain still has the same level of command in English than a decade ago and it is one of the worst countries in the European Union regarding this aspect.

4.1. Perception on languages and language learning

As López Montero (2016) states, studies on beliefs are directly related to the perceptions that individuals have regarding a particular issue. In this sense, Espinosa (2009) considers beliefs to be judgements of probability of a person regarding a certain aspect of their

world, their identity and their context. Thus, individuals associate the object of belief with different attributes to form or learn beliefs about themselves, other people, actions, etc.

According to Corpas (2015), beliefs are important when learning a language. In fact, she claims that FL learning beliefs can be divided from three perspectives: teachers' perspective, student's perspective and both teachers and student's perspective. In addition, Corpas (2015) claims that language learners are generally thought to have different beliefs about how they learn, which factors positively influence their learning and what learning a language is for. These conceptions constitute determining factors for the achievement of the academic objectives of the students with regard to learning a new language, depending on whether their beliefs are mostly negative or positive.

Some of the most common people's beliefs regarding FL learning are (Ramos, 2010):

- Children learn languages more easily than adults.
- A language is best learnt in the country where it is spoken.
- People who speak more than one language are more intelligent.
- People who are good at mathematics or science are not good at learning a language.
- To learn a language, it is necessary to practice a lot.

Although some people may not agree with the beliefs above, everybody has some beliefs regarding the acquisition of other languages. These beliefs can positively or negatively influence learning because they condition, somehow, the attitudes and behaviours of teachers and students in the teaching and learning processes. If students believe that a certain aspect of a language will ease their learning, they will develop positive attitudes towards that aspect. Conversely, if they consider that an aspect of the language does not contribute to their learning, they will develop negative attitudes (Espinosa, 2009).

According to Espinosa (2009), beliefs have some characteristics:

- They are dynamic, because they can change over time and within the same situation.
- They are emerging, socially constructed and contextualised, because they change according to experiences and social interaction.
- They are the result of experience.
- They are mediators, because they can be used as instruments depending on the situation and the people with whom you interact.

- They are paradoxical and contradictory, because they can work as tools to ease and to hinder the teaching and learning processes, while being individual and unique despite the fact that they are social.
- They are related to action in an indirect and complex way.
- They are difficult to distinguish from knowledge, because it is difficult to separate them from other aspects such as motivation and learning strategies.

4.2. The way a foreign language is learnt

As stated by Corrales (2009), the way of teaching a second language (that is, L2), has experienced many changes, especially during the last thirty years of the 20th century. These changes are due to a new conceptualisation of language, as well as a new way of conceiving both the knowledge and the processing of language in the human mind.

Before 1970, language was thought to be an abstract system that included syntax rules and had to be interiorised by students (Corrales, 2009). Thus, the focus was on teaching the grammar of the language (forgetting, hence, about the discursive, sociolinguistic and pragmatic aspects of the language). However, in 1971, the term “communicative competence” was raised for the first time by Hymes to represent the use of language in social contexts, combining it with communication and culture (Savignon, 2001). One year later, Savignon used this term to refer to the ability that L2 learners have to interact with others to create meanings, which was different from the ability to create sentences that are grammatically correct in non-contextualised activities (Corrales, 2009).

These precedents had a deep effect in the process of teaching and learning a L2 (Corrales, 2009). At this point, language was conceived as a tool to communicate, and as an ability rather than a content. Therefore, the communicative approach appeared, which fostered the development of functional language skills through the learner's participation in tasks (Savignon, 2001).

Nowadays, the aim is not to learn about a L2, but to be able to use it in order to communicate in different contexts. This way, communicative activities based in a real context or situation such as dialogues, games, works in pairs or in small groups and role-playings, for example, are recommended to be used in the classroom (Corrales, 2009). The reason is because this kind of activities make it possible for the students to achieve the communicative competence, since they “provoke in the student a need to

communicate and create meanings, an essential condition that allows them, through an internal process, to acquire the language” (Benítez, 2006, p.4).

It is important to make a distinction between a second language (L2) and a foreign language (FL). As stated by Muñoz (2002), a L2 refers to a language that is spoken in the region in which someone lives, even if this language is not the mother tongue. A FL, instead, refers to a language that has no presence in the region in which the learner lives. In the Catalan context, therefore, English is a FL. Knowing this, the classroom is the only place in which the teaching practises take place and, consequently, the teacher has a great responsibility because he or she is in charge of designing the adequate aims, contents, methods and assessment in the teaching and learning processes. In addition, the rest of agents of the educational process and the learning context should also be taken into account by the FL teacher (Manga, 2008).

There are factors that can ease or complicate the learning of a FL, depending on the situations (Manga, 2008). These factors can be classified in three groups (Bernaus, 2001):

1. Biological and psychological factors: they refer to the age and personality.
2. Cognitive factors: they refer to intelligence, language skills, styles and strategies of learning.
3. Affective factors: they refer to the attitudes and the motivation.

These are the individual factors, but it is also important to bear contextual factors in mind (that is, the environment in which students operate), because both of them have a great influence in the FL learning processes (Manga, 2008).

Regarding the age, The Conversation (2019, August 22nd) affirms that children learn implicitly (that is, they learn without conscious thought, reflection or effort), but there is a tendency to learn explicitly as we grow up (that is, adults learn a FL in an analytical way and with deliberate effort). However, none of them is better than the other one, as they can coexist. Therefore, it is a question of how much of this approach is used.

English teachers also have to consider that it is more difficult for children to learn English if they are not provided with the right type of experiences (Dunn, 2011). Thus, it is important that children feel secure when learning and understand that English is really a useful language to learn to communicate with others. In addition, the activities should be linked among them and contextualised, so that they are related to children’s daily lives. Moreover, English sessions should focus on concepts that children have already

interiorised in their L1 because, this way, they are not learning two aspects, but they are learning how to talk about things they already know using a different language. Furthermore, specific objectives should be thought for the planned activities, as they help to make the activities more understandable. English sessions should also be fun and interesting for children, so that their intrinsic motivation towards this language increases.

Regarding personality, all humans have different characteristics (that is, different behavioural dimensions that a student adopt when learning a FL), which can affect positively or negatively when learning a FL (Manga, 2008). The classroom becomes a context in which different personalities are altogether and teachers have to be able to manage this situation. This way, teachers get to know extrovert and introvert students.

Extroversion is one of the most positive traits that a student who is learning a FL can have, because it lets practise a lot of oral communication, as well as to participate in the activities that are being carried out in the classroom. It is very important that students interact among them by using the FL and by adopting an active role as much as possible because, this way, they learn more and it is easier for them to learn the FL (Manga, 2008).

Nevertheless, introverted students can make it difficult to practice oral communication, as they rarely participate in oral activities and, thus, they do not have the necessary interactions that help them to acquire the FL. As Bernaus (2001) claims, extroverted students get better results at oral tests because they have more abilities to improvise than the introverted ones. However, introverted students get better results at reading and writing, as their processes are more conscious than those used by extroverted students.

As Manga (2008) claims, teachers have a decisive role when managing students and, thus, they have to avoid certain actions or attitudes that can make students feel uncomfortable when using the FL or even damage their self-esteem or self-concept. It is important to prevent students from anxiety, which is sometimes due to abusive behaviours of teachers. This way, students can feel afraid, ashamed and restless because of overly authoritarian teachers. In addition, an educational system based on selection can also promote students' anxiety. According to Muñoz (2002), the lack of anxiety helps students to learn and to acquire the FL progressively.

To finish with, students' self-esteem is not only related to the teachers' attitudes, but also to their good performance when using the FL. Therefore, self-esteem has a great impact when learning a FL, as well as affective factors (Manga, 2008).

4.3. Since when English is learnt in our country

As Madrid (2001) claims, the Spanish educational system introduced the teaching of English through *Ley de Educación Primaria*, in 1945. This law was updated in 1965, and two of their main objectives were to favour a compulsory general culture and to prepare students for work life. By this time, students who were 13-14 years old were supposed to receive the knowledge and habits that would let them speak, understand, read and write English as perfectly as possible, as Herrero and Pastora (1969) state. However, only during the Baccalaureate was English really studied, as this language was learnt in a systematic way and with the help of specialised teachers (Madrid, 2001).

During the sixties, the modern language experimented a great growth due to the fast economic expansion (Madrid, 2001). Although the author does not clarify what the *modern language* term encompasses, it is going to be interpreted as modern languages in general in the present study. By this time, Europe considered the study and promotion of languages to be essential and, consequently, the European Cultural Convention was signed. Through this document, the study of foreign languages was promoted, so that all Europeans could communicate among them. From that moment on, the teaching of foreign languages became an educational priority (Madrid, 2001).

In Spain, the way to teach English in primary schools was based in teaching knowledge and habits that let the students speak, understand, read and write this language as perfect as possible, so that a solid basis was built and they could perfect the language, especially when talking about oral and written expressive aspects. The method was based on a constant use of this language, so that grammatical rules were understood (Madrid, 2001).

In *Ley General de Educación*, applied in 1970, learning a FL was conceived as a way to reinforce both the general and the specific education aims of the language area. The learning of English started in Year 6 of *Educación General Básica* (EGB), and English was supposed to become a mean of communication that eased (Madrid, 2001):

- The approach to a second culture, including the acquisition of values based on comprehension and respect towards other people in terms of lifestyles, ways of thinking and ways of reacting.
- A future commercial, technical and cultural exchange that avoided frustrations when traveling abroad in terms of tourism and professional reasons.

- The acquisition of information that cannot be obtained through the mother tongue and which can be used in the personal and professional lives subsequently.

For the first time, the necessity of starting to learn English at a younger age appeared, and some methodological considerations that should be taken into account were offered to those schools that decided to teach English since Year 3 or Year 5 of EGB (Madrid, 2001).

In the seventies, teachers were given the necessary initial training, bearing in mind their specialisation area. From it, they were expected to teach to the first or the second stage of EGB. These studies lasted three years and were distributed in (Madrid, 2001):

- Common disciplines: they prepared teachers to become general teachers.
- Disciplines of specialisation: they prepared teachers to become specialists in one area of EGB. In the case of FL teachers, this was oriented towards moderate specialisation in the Philological Area.
- Elective disciplines: their aim was to delve into specialities.

During the seventies, the level of specialisation increased in comparison to the past years, but the results obtained were not good enough for the specialists in Modern Language. This specialty was the one with the highest deficit rate (46%), as Vicente (1981) states. Moreover, English teachers had a poor knowledge of this language and a high deficit rate (52%) regarding the methodologies used to teach English (Gento, 1984). These deficits were the main reason that explained why students did not obtain a good level of competence when using English in the last decades of the 20th century (Madrid, 2001).

In 1990, the new educational law was called *Ley Orgánica General del Sistema Educativo* (LOGSE), and included important innovations. For example, students had to use the FL to communicate orally and in writing. Moreover, the curricular material had to favour reflection on both the FL and the mother tongue, as well as helping the students be more aware of the nature and function of language through different language tasks. This new law also fostered the acquisition of abilities, strategies, values and procedures to ease the new learnings and the reinforcement of previous knowledge (Madrid, 2001).

According to Madrid (2001), the main aim of this educational law was that students developed their communicative competence in English not only by working linguistic aspects such as grammar and phonology, but also by considering those factors that also take part in communication, even though they are not linguistic.

There are some methodological aspects that, in general terms, have remain the same until today, which are the following ones (Madrid & McLaren, 1994):

- There is a great emphasis on the communicative approach.
- A new social context is taken into account: Europe.
- A functional approach is adopted.
- Contextualisation is considered to be important.
- The teaching practice is more student-centred.
- Learning construction is facilitated, as well as autonomous learning.
- The communicative competence of students is developed.
- The curriculum is organised in conceptual, procedural and attitudinal contents.
- Both students' interests and needs are taken into account.

Regarding the teaching of English to the future teachers studying at university, the different curricula that have taken place have always contemplated the Didactics of English subject, as stated by Fernández Agüero (2005). While the *Ley de Reforma Universitaria* took place (from 1983 until 2002), all teachers were expected to study English along the three years that the degree lasted. However, those that were going to specialise in this language, were expected to study it for five years (Menéndez, 1984).

When talking about the English training received by general teachers (that is, teachers without specialisation), the first two years included 70 hours of lessons each, while the last year only included 50 hours. These lessons were distributed in 3 hours per week and, therefore, 190 hours were addressed to English in total. However, the missed lessons were not recovered and, thus, less than 190 hours were done in the end. As this amount of time was distributed along the 3 years that the degree lasted, this means that it was a low-intensity training (Menéndez, 1984). The low level of English of trainee teachers is related to the fact that studying a language less than 4 or 5 hours per week is useless, as non-constancy in timing means a low efficacy of the language that is being learnt. Thus, the English training in *Ley de Reforma Universitaria* was ineffective (Menéndez, 1984).

While *Ley Orgánica de Universidades* took place (from 2002 to 2009), the Didactics of English subject had two different parts: the linguistic contents and the didactic contents. These contents were worked in a way in which the areas included in the *Real Decreto 1440/1991* were tackled, which were: Oral and written knowledge of the foreign language and Contents, didactic resources and materials to teach the foreign language. These areas,

however, were only formulated and did not include any pedagogical format, what was harmful for the training of English teachers (Fernández Agüero, 2005).

Since Bologna Process was implemented in 2010, the old specialisations were replaced by mentions. According to Caldentey (n.d.), mentions are curricular intensifications that give higher qualifications to teachers and let them perform specialised functions. *Real Decreto 476/2013* specifies that there are different mentions depending on the educational degree. Some mentions can be done by both Early Years and Primary Education teachers, which are: Foreign Languages, Attention to Diversity, School Libraries and Digital Technologies for Learning, Communication and Expression. Those ones that can only be done by Early Years teachers are: Environmental Exploration and Experimentation, Artistic Expressions, Means of Expression and Communication and Infant Motor Skills. Finally, those ones that can only be done by Primary Education teachers are: Curricular Deepening, Physical Education, Musical Education and Visual and Plastic Education.

Those teachers that are trained in the Foreign Languages mention are required a B2 level of English by the end of their degree, while the rest of the teachers are only required a B1 level (Martín, 2009). This fact can be a problem, as some students avoid taking the mention on Foreign Languages because they believe that a B2 level in English is enough to become an English teacher. However, taking the mention on Foreign Languages let the future English teachers have a better preparation on the necessary pedagogical aspects to face different aspects that take place in English lessons (Bozu & Aránega, 2017).

According to Arcos (2020), Kate Bell carried out a study in 2020 where the level of English in different labour sectors of Spain was analysed. Surprisingly, Education ranked the last position of this list. According to this study, teachers in Spain have a very low command of English, and Bell considers that English teachers in Spain should have a higher level of English than the one that students are required to have acquired after finishing their general studies (that is, B2). Consequently, she believes that teachers should have acquired at least a C1 level when teaching English, as stated by Arcos (2020, November 24th).

4.4. Quantity of hours spent to learn English

Many factors have to be considered when acquiring a language. Two of the main factors that affect its acquisition are the quantity and the quality of the language addressed to children because, as Aparicio (2009) states, the quantity of sentences that are heard in a

certain language is directly related to its production. Several studies have been carried out with children who are between eight and thirty months and whose parents are Spanish and North Americans. These studies prove that, if children hear twice as much Spanish as English, they will produce more Spanish sentences than English ones (Aparicio, 2009).

To help children to develop both the L1 and the FL, it is important to bear in mind that in a country where English is not an official language, the FL will always be in a minority situation. Therefore, bilingualism becomes an effort to try to compensate for the lack of stimulation and contact with the FL (Aparicio, 2009).

When teaching English in Spain, thus, it is essential to reinforce the contact with this minority language in several ways. Some good examples are travelling to countries where English is spoken or building bonds with native English speakers that come from English-speaking countries, so that children can spend more time talking in English rather than in Spanish or Catalan. This is especially important if we take into account that, when a language is not used enough, it is forgotten. Thus, it is essential to create situations in which children can develop their ability as an English speaker (Aparicio, 2009).

It is important to highlight that bilingualism is not detrimental to children's cognitive development. In fact, bilingual children have many advantages, because if they have enough level of competence in both languages and an appropriate development of their mother tongue, they promote that both languages have a good social prestige, and they also have a good influence of primary and secondary socialising agents (Aparicio, 2009).

In Spain, schools adopted bilingualism as an educational model in 1996, according to Aparicio (2009). That year, the Ministry of Education and the British Council agreed on implementing bilingualism in 42 Primary Education schools located in different regions of Spain, following a bilingual curriculum based on 40% of the lessons in English. The percentage applied is appropriate, as stated by Aparicio (2009), because it balances the use of two or more languages. This balance should not only be reflected in the number of hours spent to each of the languages, but also in the subjects where these languages are used. Consequently, students need to have had the possibility of using both languages in similar subjects along the academic curriculum.

Regarding bilingualism in Spain, the distribution of the teaching time of the FL was done as follows: in Early Years and in the First Stage, it was established an hour and a half for a first contact with English and two hours to be spent teaching English itself. In the

Second Stage, it was established that between 30% and 50% of the Curriculum should be taught in English. This language had to be used to teach the Area of Knowledge of the Natural, Social and Cultural Environment and in another area that should be chosen by the school. Finally, it was established that, in the Third Stage, a second foreign language could be implemented by spending two hours per week to do so (Aparicio, 2009).

However, this is not a reality at all schools. As Florit (2012) claims, the Catalan Primary Education Curriculum's timetable is so loaded with content, that it is not possible to allocate more hours to the teaching of English. As Vives (2014) explains, the Catalan Curriculum establishes the quantity of teaching hours that have to be addressed to each of the areas of knowledge in each of the stages and, in the case of English, 420 hours are spent along all stages of Primary Education. Nevertheless, each school can distribute the quantity of hours in different ways. The only requirement is to assure that, in the case of the English subject, at least 315 hours along the three stages of the Primary Education are spent to teach English. As Vives (2014) claims, these 315 hours have to be distributed as follows: 70 teaching hours for the First Stage, 105 teaching hours for the Second Stage and 140 teaching hours for the Third Stage. It is true that the minimum quantity of hours increases for each of the stages, but the amount of time spent to teach English is much lower than the quantity of hours addressed to teach Catalan and Spanish. In fact, there is a difference of 105 hours (Vives, 2014).

The *Diari Oficial de la Generalitat de Catalunya* (DOGC) establishes that students should be able to comprehend and produce oral and written messages when using a FL, so that they become competent citizens. Moreover, Eurostat did a study that proved that the 99% of the Spanish students learn English as a FL at schools (Vives, 2014).

Catalan schools must design a linguistic project that adapts the general principles established by the government to the sociolinguistic reality of the environment, which needs to be approved by *Departament d'Educació* before applying it. Schools can choose to teach contents belonging to non-linguistic areas in Spanish or in a FL, but all textbooks and didactic materials should be in Catalan (Vives, 2014).

The Catalan Curriculum has a very open attitude towards the learning of FL, as it mentions the advantages for children to learn at least one FL along Primary Education. Among these benefits, it is found the fact of fostering a caring society where people can

enrich each other from the contributions of all citizens or the fact of promoting affective relationships and both open and respectful attitudes towards others (Vives, 2014).

As mentioned above, the Catalan Primary Education Curriculum's timetable is too full, which makes it difficult to spend more hours than the current ones to teach English. Vives (2014) thinks that it is necessary to make the most of English lessons at school and to discover the best way to achieve so. She also mentions some variables that could be analysed for this purpose, such as the fact of having a break time just before starting the English class or having previously worked some exercises at home.

4.5. CLIL methodology

As Maggi (2013) states, the Content and Language Integrated Learning (CLIL) term refers to the teaching of any subject (except languages) that uses a foreign or second language as a lingua franca. In addition, according to Maggi (2013), CLIL intends to balance both the content and the language learning. This way, the non-linguistic contents are developed through the L2, and the L2 is developed through the content of the subject.

CLIL methodology is not really well-defined, according to Cenoz *et al.* (2013). The CLIL term appeared in the 90s to improve the way in which foreign languages were taught in Europe, but a clear definition of it is still missing. Maggi (2013) claims that the definitive concept seems to be getting closer, as teachers are getting more and more familiar with the CLIL practice. Thus, the way in which CLIL is put into practice is determining what can be considered as CLIL. Anyway, one aspect is clear: CLIL does not consist of just teaching contents through a FL, as the FL is supposed to be learnt as well (Maggi, 2013).

Rodríguez (2009) considers that, in CLIL, the FL is used as a tool in the learning of a non-language subject, in which both the language and the subject have a joint role. Thus, learners can benefit from an integrated way of learning both content and language at the same time. This way, neither teachers nor students have to pay much attention to the language transfer, which just happens holistically (Rodríguez, 2009).

CLIL moves away from the traditional way of teaching and goes a step further, since it is no longer necessary to use controlled input and practice, because emphasis is placed on content with its own linguistic demands. Not only is the language support provided for the learners to express themselves, but also their cognitive demands are considered, and the content must be adequate to the learner's competences (Rodríguez, 2009).

CLIL is also related to the 4Cs conceptual framework, due to the quantity of relationships taking place among the different elements involved. This way, *Content*, *Communication*, *Cognition* and *Culture* are integrated as a whole, where *Content* is the progression in acquiring knowledge, skills and understanding; *Communication* means involving learners in language use; *Cognition* is the engagement between thinking and understanding and *Culture* means gaining “self” and “other” awareness (Rodríguez, 2009).

Communication has to be really efficient for the students to be able to learn to use the language and to use the language to learn, since language acts as a vehicle and not just as an entity itself (Maggi, 2013). Three types of languages have to be considered when referring to communication in CLIL, which are (Rodríguez, 2009):

- The language of learning: to access basic concepts and skills relating to the theme. That is, the key vocabulary and phrases needed.
- The language for learning: to operate in a foreign-language-using environment. It includes skills for pair work, group-work, questioning and understanding.
- The language through learning: it cannot be controlled or predicted.

Scaffolding, which is the support that teachers give to learners to help them with their learning, plays an important role in CLIL (Rodríguez, 2009). Coyle (2006) suggests that the medium for learning in CLIL contexts is in another language, and that is why both language and content need to be explicitly and deliberately scaffolded and supported. Rodríguez (2009) also remarks the importance of enabling students to interact and dealing with both language and content at the same time, as well as using visual supports.

There are also several challenges that both teachers that come from non-linguistic and linguistic areas have to bear in mind when applying CLIL methodology. One of these main challenges is related to the level of familiarisation and knowledge that teachers have in two areas (the contents of a specific subject and the FL). Teachers that come from non-linguistic areas feel confident when teaching non-linguistic contents because they master them, but they can feel not capable enough to teach a FL (which is usually English). On the other hand, FL teachers can feel not confident enough when teaching subjects that are not directly related to the teaching of a specific language, because they think they do not master the contents of these subjects. Therefore, it is necessary that teachers coming from both non-linguistic and linguistic areas reconsider their usual practices, so that they can all adapt to the specific requirements of CLIL (Maggi, 2013).

According to De Graaf *et al.* (2007), effective CLIL teachers have these characteristics:

- They ease the exposure to lesson content (input) at a level of demand just above the current capabilities of learners, and they carefully select and adapt texts in advance and provide the necessary scaffolding.
- They ease meaning-centred processing by assigning tasks that involve learners in the construction of meaning, check the accuracy of meaning and provide assistance and feedback if meaning is insufficiently understood.
- They ease form-based processing by prompting learners' attention to certain linguistic aspects and using implicit techniques (such as requests for clarification or reformulation) or explicit techniques (such as direct correction by the teacher or a peer).
- They ease the students' answers (output) by promoting peer interaction in the target language, asking for reactions and assigning written practices.
- They ease the use of receptive and productive compensatory strategies to solve problems related to language, content or communication.

Finally, three models of CLIL can be applied at schools (Kelly & Ball; 2012, July 27th):

- Soft CLIL: promotes the teaching of contents through the use of a FL, but most of the objectives are linguistic. Teachers prioritise the linguistic aspects of their programs and use the content to provide a framework.
- Hard CLIL: promotes the teaching of content through the use of a FL, placing the objectives of the content in the foreground. That is, language is relevant to the extent that it is necessary to progress in learning content, but there is attention to the linguistic aspect, specifically at the level of discourse and functional language.
- Intermediate CLIL: implies teaching a subject during a specific quantity of hours.

4.6. Results of official documents

As UNIR Educación (2020, June 18th) states, Spain is recognised as a country where people do not have a great command of the English language. To change this situation, the learning of English has been introduced in Early Years Education recently. UNIR Educación (2020, June 18th) considers this decision to be very positive because, when the youngest children have the possibility to get familiarised with English at an early age, they start building a base that lets them assimilate later concepts more easily. This way, young children also feel like listening to English contents in television, through music or

by reading books, for example. It must also be considered that the teaching of a language is very different in each of the educational stages (UNIR Educación; 2020, June 18th).

According to UNIR Educación (2020, June 18th), 84,8% of the Spanish students in Early Years during 2018 and 2019, studied a FL at school. This percentage reached 100% in Primary Education and, in both stages, English was the main language. Comparing these results to the ones obtained ten years ago, there is an increase in the number of Early Years students who has contact with a FL, as it was 65,6% in 2008-2009 and 84,8% in 2018-2019 (*Ministerio de Educación y Formación Profesional*, 2020).

When focusing on each of the Spanish autonomous communities, some differences are observed in the beginning of the study of a FL in Early Years (*Ministerio de Educación y Formación Profesional*, 2020). Twelve autonomous communities, Ceuta and Melilla had percentages that were higher than 90% between 2018 and 2019. Thus, it can be considered that the introduction of contact with a FL is practically generalised in all of them. The rest of the autonomous communities also had a high percentage during this period of time, as the lowest of them was 62,1%. This percentage corresponds to Catalonia, as seen in the graph that is included in the Annex section (Annex 1).

Moreover, there were 1,609,141 non-university students that took part in educational experiences in which a FL was not used as a language of instruction between 2018 and 2019. 1,338,664 of these students took part in content and foreign language integrated learning programs, 177,698 of them took part in other less-consolidated experiences and 92,779 of them were studying at schools where teachings from foreign educational systems take place and in which foreign languages are also used as the language of instruction (*Ministerio de Educación y Formación Profesional*, 2020).

Taking into account the educational stages, 35,6% of the Primary Education students participated in content and foreign integrated learning programs, 4,8% participated in other experiences and 1,4% were enrolled in foreign centres (*Ministerio de Educación y Formación Profesional*, 2020). This source highlights that Spanish private schools are the ones that have a higher percentage of students who carry out content and foreign language integrated learning programs in Primary Education (46,8%), whereas this percentage becomes 31,9% in Spanish state schools.

However, the efforts done are not enough, as the level of English in Spain does not improve and stagnates in the world ranking (Europa Press, 2020). This source makes this

statement basing on the results obtained in EF EPI 2020 Report. This ranking, in which Spain obtained 537 points in 2020, classifies non-English countries and regions by their level of command in English. According to Europa Press (2020), Spain ranked 34 out of 100 countries that participated in EF EPI 2020. These results show that Spain has the same level of command in English than a decade ago. In addition, these results show that Spain is one of the countries belonging to the European Union that occupies the last positions of this ranking, according to Europa Press (2020).

When comparing the level of English of each Spanish autonomous community, Navarra is the one that has a better command of English, as it obtained 58,17 points in EF EPI 2018 (Epdata, 2020). Navarra is followed by Community of Madrid (which obtained 57,94 points), the Basque Country (which obtained 57,88 points) and Asturias (which obtained 57,75 points). The autonomous communities that obtained the worst results were La Rioja and Extremadura, which obtained 51,87 and 51,29 points respectively (Epdata, 2020). The results obtained for each of the autonomous communities can be seen in the graph included in the Annex section (Annex 2).

From this data, the level of English of Navarra could be ranked among the 25 best countries in the world, while the level of English of Extremadura would correspond to the 53rd position in the world (Epdata, 2020). Catalonia obtained 56,61 points in the EF EPI 2018, which is higher than the average grade of Spain (55,85 points). Moreover, Barcelona was the city with the highest score among all Spanish cities (58,71 points), according to Europa Press (2020).

Finally, the level of English of Spanish women (56,49 points) is higher than the level of Spanish men (54,50 points). Moreover, Spanish people who are between 18 and 20 obtained 57,32 points, result that is quite higher than the one obtained by Spanish people who are older than 40, as they obtained 53,40 points (Europa Press, 2020).

5. Methodology and data collection techniques

5.1. Method

This Final Degree Project is a qualitative research focused on the interpretative paradigm, as the main intention is to comprehend and interpret the social reality through the use of qualitative instruments, from which non-numerical data is obtained. Nonetheless, one of the data collection tools (a mixed questionnaire) is used to obtain quantitative data too.

As Reyes (1999) states: “Nowadays, qualitative methods have been articulated in a paradigm of phenomenological orientation that assumes a multicultural perspective and the acceptance of multiple realities” (p.76). Thus, the qualitative researcher is interested in understanding and describing a social and cultural scene from the perspective from those who are experiencing it and, as a result, the qualitative researcher is “a sort of scientist and narrator at the same time” (Reyes, 1999, p.76).

According to Reyes (1999), the qualitative researcher studies everyday affairs. That is, those patterns of human behaviour and thought that take place on a daily basis. Qualitative researchers are also recognised for keeping an open mind to the groups or cultures that are being studied, without implying a lack of rigor. Moreover, qualitative research allows many interpretations of reality, which can vary over time. In fact, “it is a particularly valuable approach because it problematizes the ways in which individuals and groups constitute and interpret organisations and societies” (Reyes, 1999, p.77).

To finish with, this project is focused on the research modality of phenomenology, which is “a descriptive analytical method of the experiences of thought purified of empirical elements, which interpret reality through the reduction” (Fermoso, 1988, p.123).

5.2. Informants

The informants for this study have been obtained from two schools located in Badalona (a city in Catalonia). From now on, these schools will be called School 1 and School 2, to ensure their anonymity. Moreover, informants of other schools have been obtained too.

School 1 is a state school located on the outskirts, and most of their families are middle class. This school offers Early Years and Primary Education, and does not apply CLIL. On the other hand, School 2 is a semi-private school located in the centre of the city. Their families are middle class too, but they have higher purchasing power. This school offers Kindergarten, Early Years Education, Primary Education, Compulsory Secondary Education, Baccalaureate and Training Cycles. Finally, this school applies CLIL.

There are remarkable differences between both schools, but the main reason for being chosen was the fact that School 1 does not apply CLIL, while School 2 does. This fact helps to give answers to the main and the specific objectives of this Final Degree Project.

Informants are classified into two main groups: teachers and students. The chosen teacher of School 1 is an English teacher that teaches the English language in Grades 1 and 2 of

Primary Education, while the chosen teacher of School 2 is an English teacher that teaches the English language, Science (in English) and Arts and Crafts (in English) to Grades 5 and 6 of Primary Education. Moreover, 10 English teachers of other schools have also contributed. Regarding students, 2 groups were involved for each of the chosen schools: a class of P5 pupils and a class of Grade 2 students.

The access to the informants of School 1 was possible thanks to the headmistress of the school. From her, contact with the chosen English teacher and the teachers who were in charge of the chosen class of P5 and the chosen class of Grade 2 was possible.

The chosen P5 class in School 1 has 23 students, which are divided into two groups when English is worked. Thus, it was intended to work with one of these groups, which has 11 pupils. However, data could only be collected from 8 of them, as the rest were ill. These students feel happy at school and they like to do different activities, according to their teacher. This teacher also stated that none of them have any special education need.

The chosen Grade 2 class in School 1 has 25 students. However, data was collected from 21 of these students, as 4 of them were missing. They usually participate and show interest towards all activities, according to their teacher. One of these students has an educational need based on crossed laterality. Due to it, it is hard for him to establish the correspondence between letters and sounds in whatever language. Nonetheless, he has experimented a great improvement since September, as stated by his teacher.

The access to the informants of School 2 was possible thanks to the Primary Education coordinator. From her, it was possible to contact with the chosen English teacher and the teachers of the chosen class of P5 and the chosen class of Grade 2.

The chosen P5 class of School 2 has 21 students. These students usually participate and like all the activities, but they sometimes misbehave if they do not feel motivated. None of these students have special education needs, according to their teacher.

The chosen Grade 2 class in School 2 has 24 students. This group has a quite good academical level, and the students are very participative. They are talkative, but normally have a good behaviour. No information related to special education needs was provided.

Regarding the 10 English teachers of other schools, they all work in Catalan schools and teach English in Early Years, Primary Education or in both stages. Some of these teachers also teach other subjects in English. These informants were obtained through personal contacts, who spread the corresponding data collection tool.

To collect the data from all the informants, a data triangulation was established. This triangulation implies the creation of different data collection tools, as the informants have different characteristics and do not provide the same information. A table with the chosen schools and the informants per school appears in the Annex section (Annex 3).

5.3. Data collection tools

The dimensions of this project are: methodology, perception of English, role and presence of English, impact of CLIL and teacher training. They are related to the specific objectives of this study, which have been operationalised with the analysis dimensions. These analysis dimensions are differentiated between those that are related to the teachers and those that are related to the students, as not all informants provide the same information.

The methodology dimension is related to the first specific objective, and both teachers and students can give information to them. The perception of English dimension is related to the second specific objective, and both teachers and students can give information to them. The role and presence of English dimension is related to the third specific objective, and both teachers and students can give information to them. The impact of CLIL dimension is related to the fourth specific objective, and only teachers can give information to them. Finally, the teacher training dimension is related to the fifth specific objective, and only teachers can provide information to them.

One data collection tool is a semi-structured interview, which is addressed to one English teacher from Schools 1 and 2. This type of interviews is appropriate for this study because they “allow us to collect information about events and subjective aspects of people (...) that, otherwise, would not be available to the researcher” (Aguilar & Barroso, 2015, p.79).

To create this tool, the main aim and the specific objectives of this study were considered, to determine the analysis dimensions. Then, the questions were established, which were slightly modified before the interviews were applied, with the aim of making them more specific. This way, it was easier that the interviewees could provide accurate data.

The interviewees were told about the main and the specific objectives of this study, as well as the ethical aspects. Later, they were asked some introduction questions, to put the interview into context and to create an environment of trust. Then, the intended questions were asked and, at the end of the interview, the participants were thanked for their collaboration. This data collection tool is included in the Annex section (Annex 4).

Another data collection tool is the mixed questionnaire. Mixed methodologies let us understand educational activities in the context in which they take place, and they provide generalisable recommendations that support educational policy decision-making (Castro & Godino, 2011). This tool was addressed to English teachers that work with Early Years and Primary Education students in different Catalan schools. This way, a broader view of the English teachers' perception of English was obtained. This mixed questionnaire took around 15 minutes, as that is the time questionnaires usually take (Alfaro *et al.*, 2006). Moreover, this questionnaire was sent online to ease the participation of English teachers.

The questions of this tool were organised into different sections, the first of which included questions related to identification data. The next questions were related to the analysis dimensions, and many of them were open to obtain more well-explained information. However, the question related to the participants' age had different ranges, which were stated according to the last university laws that have taken place in Spain:

- *Ley de Reforma Universitaria*, which took place since 1983 until 2002 (Carreras, 2003).
- *Ley Orgánica de Universidades*, which took place since 2002 until 2009 (García Sánchez & Fidalgo, 2007).
- *Plan Bolonia*, which started in 2010 (Díez, 2009).

This mixed questionnaire is included in the Annex section (Annex 5).

A discussion group was used with Grade 2 students of Primary Education “to collect data related to the opinions, beliefs, perceptions, interests and attitudes of a group of people involved in a certain object of study” (Huertas & Vigier, 2010, p.181). This tool was applied with students of the same class because, when using this strategy with kids, it must be done in familiar environments and taking into account their “natural groups” (Lobe *et al.*, 2008). Before doing the discussion group, the students answered a sheet of paper, which contained open questions related to each of the analysis dimensions. This way, it was easier to gather the information and to expand it through the discussion group.

The duration of this activity was around 1 hour, to have enough time to develop the activity, but also to assure that students were not too tired. The discussion group could not last more than 120 minutes, because participants start to feel tired if they remain longer (Llopis, 2004). Finally, this activity was done face-to-face in a real classroom, as

online development would have been not effective enough. The questions to be answered and tackled in this discussion group are included in the Annex section (Annex 6).

To decide the activity addressed to P5 pupils, conversations with an English teacher that taught to this stage until last year were established. This way, it was easier to choose the most suitable topic and the way to work it. It was decided to use a storybook, as it is a versatile tool that encompasses a great number of techniques that can be used by teachers while stories are being told (Martínez García, 2019). Through this activity, it was intended to determine whether the methodology used to teach English had a positive or a negative impact. To do so, a sheet of paper was given to P5 pupils before and after the activity, which contained a face without a smile. Students had to make it happy or sad depending on their liking of English. This material is included in the Annex section (Annex 7).

5.4. Data analysis process

To analyse the data collected, it was necessary to transcript the information gathered from the corresponding recordings (in the case of the discussion groups carried out with Grade 2 students, the interviews with the English teachers and the activity done with P5 pupils). This way, the relevant data was more accessible and it was easier to categorise it.

Another step was taken in the case of the discussion groups carried out with Grade 2 students and the activity done with P5 pupils. In the first case, it was also considered what students answered on the provided sheets of paper. In the second case, the sheets of paper provided to the students before and after the activity was done were considered too. However, no transcriptions were needed in the case of the mixed questionnaires addressed to English teachers.

Five tables are included in the Annex section (Annex 8). Each of them contains the corresponding analysis dimensions and the information obtained from both students and teachers. This information has been grouped into analysis categories.

5.4.1. Data obtained from students (School 1 and 2)

Regarding the *Methodology* dimension, in the case of P5 pupils, the methodology applied had a positive consequence in both schools. As for Grade 2 students, the use of active methodologies affects positively on the students of School 1 and 2, and the use of textbooks has a negative consequence on the students of both schools. In addition, the use

of English as a lingua franca in different subjects affects positively on second graders of School 2.

In the *Perception of English* dimension, P5 pupils from both schools had a good perception of English before and after the activity was done. In fact, they had a better perception at the end. Grade 2 students of School 2 have a good perception of English, while some students in School 1 do not, due to its uselessness or not understanding. Second graders of School 2 also value how English is worked at school, while second graders in School 1 value to have an early contact with English instead. Moreover, most second graders from both schools want to speak English when they are older, as they consider English to be useful. However, some students in School 1 do not want to, due to their inability to do so or because they do not think it will be necessary. Instead, those in School 2 that do not want to speak English it is because of tiredness. In the same vein, many students from both schools feel good when speaking English, but they show different reasons: second graders in School 1, because of their liking of English; second graders in School 2, because of being able to speak English. Those that feel bad when speaking English in both schools, it is because of nervousness. In addition, most second graders in both schools are not afraid to speak English. However, some second graders in School 2 are afraid of having a bad performance when doing so.

As for the *Role and presence of English* dimension, second graders of both schools claim to see a lot of English on their clothes and on several multimedia resources. However, second graders of School 1 see English at school only when they are in English class, while second graders in School 2 also see English in their classroom even when they are not doing English activities.

5.4.2. Data obtained from English teachers (School 1 and 2)

As for the *Methodology* dimension, the English teacher in School 1 values the teaching of English from an early age, while the one in School 2 prioritises the adjustment of the methodology to the students. Nevertheless, both of them use textbooks and active methodologies to teach English at their schools.

As regards the *Perception of English* dimension, both the English teacher of School 1 and the one of School 2 state the need to spend more hours than the available ones to teach English, even though more hours are addressed to English in the case of School 2 than in School 1.

Regarding the *Role and presence of English* dimension, in School 1, English was taught from 1988 to 1999 only to students who were between 9 and 12, but it started to be taught to students between 6 and 7 too from 2000 onwards. English also started to be taught to Early Years since 2004. In School 2, however, English started to be taught at all stages since the 90's, and CLIL was applied in 2011.

As for the *Impact of CLIL* dimension, both schools tried to apply CLIL, which is still successful in School 2, but it was given up in School 1. However, the English teacher of School 2 thinks that the creation of small groups of students would maximise the benefits of CLIL, while the English teacher of School 1 highlights the importance of considering the conditions to apply CLIL.

Regarding the *Teacher training* dimension, both teachers claimed the non-diversification of the Language specialisation when they studied at university. The teacher of School 1 remarked the importance of previous preparation to start teaching subjects in English, while the teacher of School 2 claimed the need to promote the use of English. Finally, both teachers showed no surprise towards the official data presented, but they were surprised to know about the stagnation of Spain.

5.4.3. Data obtained from other English teachers

Regarding the *Methodology* dimension, most English teachers think that not enough time is devoted to English at university. However, English is usually the lingua franca. In addition, traditional methodologies affect English teachers negatively, while the active ones do it positively. Moreover, language exposure and motivation are stated to be the main benefits of CLIL.

As for the *Perception of English* dimension, all English teachers show good feelings towards active methodologies, while they show bad feelings towards the traditional ones. Most of them also use English outside their workplace, in formal or informal contexts. It is also remarkable their great liking of English, as well as the positive feelings that their students show when learning this language.

As regards the *Role and presence of English* dimension, most English teachers think that not enough time is addressed to English, and they state the need to spend more hours on it or to teach more subjects in English. They also think that CLIL would increase their students' confidence and level of English, where it is not applied.

Regarding the *Impact of CLIL* dimension, all English teachers have a good opinion of CLIL methodology. However, most of them highlight the difficulty to apply it, due to the necessary human resources and the time it requires. In addition, CLIL is usually applied in Arts and Crafts and Science subjects.

As regards the *Teacher training* dimension, English teachers who took the English specialisation highlight the scarce amount of time devoted to English. Moreover, most of them consider to have a B2 or C1 level of English and have an official certificate to prove it. To finish with, many of these English teachers take specialisation courses.

6. Presentation of the results

In this section, the results obtained are presented. Both the discussion groups and the interviews were done in Catalan and, thus, the citations have been translated into English. On the other hand, the mixed questionnaires and the activity addressed to P5 were done in English. However, as P5 pupils do not have enough command of English, most of their speeches were in Catalan or in Spanish. Thus, these speeches have also been translated into English. Last but not least, School 1 does not apply CLIL, while School 2 does.

6.1. Results obtained from students (School 1)

The information of this section has been taken from the transcription of the activities and from the students' written answers. In the transcriptions, a codification was followed to ensure the anonymity of the participants. The code used for P5 pupils is S1EYP(Number), where S1 refers to "School 1", EYP refers to "Early Year Pupil" and the number indicates who is talking. The code for Grade 2 students is S1PES(Number), where S1 refers to "School 1", PES refers to "Primary Education Student" and the number indicates who is talking. Both transcriptions are included in the Annex section (Annex 9 and 10).

As for the *Positive consequence of the application of storytelling* category, the realisation of the activity through storytelling methodology was very successful among P5 pupils, as they showed interest and implication along the whole activity:

«S1EYP3: Aaaah! (*excited*).

S1EYP2: It has shoes! I know what it is! It is a centipede!

S1EYP6: Wow! (*amazed*).»

In the *Positive consequence of the application of active methodologies* category, Grade 2 students were asked: “Do you like the activities that are carried out during English lessons?” The most successful activities are the non-traditional ones:

«S1PES10: I like the plays that we do.

Coral: For example, from the activities that you like, do you agree with S1PES10? Do you like the plays that you do?

S1PES9: Yes!

S1PES2: Me too!

S1PES12: I also like the plays that we do and the mini-books. And from the activity book, I only like the stories that appear on it.»

This is also reflected in these students’ written answers: «I like it when we do plays», «I like the songs and the stories», «I like the stories and the songs very much».

Regarding the *Negative consequence of the application of textbooks* category, when Grade 2 students were asked the previous question, they also mentioned the activities that they do not like. Many of them showed their dislike towards their textbooks:

«Coral: And do you like the activities in the activity book? (*Addressing to all students*).

S1PES1: I don’t.

S1PES2: Neither do I.

S1PES9: I do not like them very much. I prefer other activities. »

This is also reflected in these students’ written answers: «The activities on the activity book are boring», «I like all the activities, but the ones on the activity book less».

As for the *Good perception of English before the activity was carried out* category, all P5 pupils stated to like English before the storytelling activity was carried out, as they all drew happy faces. There is also an evidence of this fact in the following extract:

«Coral: Great! And... Do you like English? (*Puts thumb up and smiles*). Or not? (*Puts thumb down and pretends to be sad*).

All pupils: Yes! »

Regarding the *Better perception of English after the activity was carried out* category, all P5 pupils stated to like English after the storytelling activity, as they all drew smiles on the faces they were given. Some of them made these faces even happier than the ones they drew in the beginning, as they did not just draw a smile: they also drew teeth. Thus, they showed to like English even more than before the storytelling activity was done.

As for the *Good perception of English due to its utility or an early contact with it* category, Grade 2 students were asked: “Do you like English?”. Some students expressed to like English due to its utility when going abroad and to communicate with others:

«S1PES3: Yes, because you can travel to England and talk to people.

S1PES2: Yes, and you can go to Italy too! Or to China! And you can talk to people from there! »

This was also reflected in the written answers: «Yes, because you can travel to England!!!», «Yes, because I like to learn a language that I can use when I am older».

Moreover, the fact of liking English due to an early contact with it also arose:

«S1PES8: I like English very much, because since I was little...since I was 4 years old, I already could speak English. »

Regarding the *Bad perception of English due to its uselessness or not understanding* category, not all of these second graders expressed to like English. In fact, one student saw no point in learning English if you cannot use it to go abroad. In addition, she claimed not to like English because of her inability to understand people when using this language, and that she could not manage to make other people understand her when she was using this language either. Other students that stated not to like English had the same opinion:

«Coral: You don't like it. Ok. Tell us, why don't you like it?

S1PES1: Because if you speak English all the time, then nobody understands you and... if you cannot travel due to COVID...

Coral: Ok, let's see if I understood you. You don't like English because you don't understand people when speaking English all the time and, if you speak English, people do not understand you. Is that right?

S1PES1: Yes. I don't understand (Name of the English teacher of these students) when she speaks English.

Coral: Ok. Does anybody else feel the same as S1PES1, that is not able to understand (Name of the English teacher of these students) when she speaks English?

S1PES9: Yes!

S1PES6: Me too!»

As regards the *Usefulness of English in Spain and abroad* category, second graders were asked: “Do you think it is useful to learn English?”. All students considered English to be useful, even those that had stated not to like English, because it can be used when travelling and to communicate with people:

«S1PES8: Yes, because when I go abroad, I can talk to other people.

S1PES10: Yes, because thanks to English, we can talk to other people when going abroad.

S1PES8: It is very important to speak English because, if we cannot, we cannot understand each other when we are talking to other people. »

This idea also appears on their written answers: «Yes, because it is useful if we travel to another country», «Yes, because when you go abroad, you can talk to everybody».

Other students considered English to be useful because they can use it in their future lives:

«S1PES8: It is useful, because when I am older and I leave school, I will be able to teach English, because I love English. »

As for the *Personal feelings* category, Grade 2 students were asked: “Would you like to speak English when you are older?”. Some students would like to, in order to help other people to learn this language:

«S1PES3: I want to because, this way, I will be able to help my children.

S1PES6: I want to, in order to be able to help others. »

They also expressed their desire of using English when they are abroad: «Yes, because I can use it when I am abroad», «Yes, because if I travel to another city, it is very useful».

However, some of them would not like to, because they think they will not be understood:

«S1PES11: I do not want to, because when I do so, people will not understand me.

S1PES12: I do not want to speak English, because if I do so, nobody will understand me. »

Other students would not like to speak English because of its uselessness if you are not intending to travel abroad:

«S1PES1: I don't want to, because I will not travel very much to England. You have to speak English if you go to Lanzarote, but it is not mandatory, it is not like in England. »

This idea is also reflected in some of the students' written answers: «No, because I will not travel very much», «No, because I don't want to travel a lot when I am older».

Regarding the *Personal attitudes* category, Grade 2 students were asked: “How do you feel when you speak English?”. Some students feel good due to their liking of English, while others feel normal due to their perception of English as only a language:

«S1PES12: I feel good, because I like to speak English.

S1PES7: I feel normal.

Coral: Ok S1PES7, you feel normal. Does it mean that you are not very excited to speak English, but that you do not feel afraid to do so either?

S1PES7: Yes, because it's only a language, there's no need to feel afraid.

S1PES13: I feel good because I like to speak English. »

Nonetheless, two students wrote down the word “nervous” to express their feelings.

As for the *Non-feeling of fear* category, Grade 2 students were asked: “Are you afraid to speak English?”. All of them stated not to be afraid of speaking this language:

«S1PES13: I am not afraid to speak English.

S1PES7: Neither do I, because English is only a language, and languages are not scary.

S1PES1: I am not afraid either. »

Their written answers are in the same vein: «Of course not! I am not afraid of English, it is only a language», «No. How can you be afraid of it? ».

Regarding the *Importance of English* category, Grade 2 students were asked: “Do you think it is important to know English?”. Some of them thought so, due to its utility when going abroad and communicating with others:

«S1PES14: It is important to know English because this way, when you go abroad, you can talk to many people.

S1PES3: English is very important because, this way, you can talk to many people and, as it is spoken in many countries, you can talk to people from all around the world. »

The written answers of these students were in the same vein: «Yes, to be able to talk to English people», «Yes, because it is useful when visiting other cities».

As for the *Non-importance of English* category, some students had the opposite opinion. One of them claimed that it is not important to know English if you do not have the intention to leave your country:

«Coral: Then, you mean that if you are in your country, it is not important to know English, but if you are in another country, then it is important. Is that right?

S1PES1: Yes. »

Regarding the written answers, those students that considered English not to be important, wrote down the word “No” and did not provide more information about it.

In the *Presence* category, second graders were asked: “Do you see a lot of English in your daily life? (clothes, games, songs...)”. Some students claimed not to see a lot of English, except for their English lessons. Nevertheless, some of them stated to see a lot of English on their clothes:

«S1PES9: I see English in some T-shirts that I have.

S1PES2: I don't [see a lot of English]. When I see more English it's during English lessons. But I also see some T-shirts in English. »

This evidence is also found in their written answers. In fact, they also mentioned some multimedia resources: «At T-shirts», «At *Tik Tok* and *Among Us*», «Yes, at *Brawl Stars*». These multimedia resources were also mentioned along the discussion group.

As regards the *Presence of English in English lessons* category, Grade 2 students were asked: “Do you see a lot of English in your daily life at school?”. They stated to practically only see English during their English lessons:

«S1PES2: In English class yes, because (Name of the English teacher of these students) brings a lot of things that are written in English and she hangs them on the whiteboard.

Coral: And when you are not in English class, do you have things in English hanging on the walls of your classroom?

Some students: Noo.

Coral: And outside your classroom, do you have things in English hanging on the walls of the school?

S1PES11: There are some drawings too, but nothing in English. »

In the written answers, these students also expressed this generalised lack of presence of English, but they did not give as much details as they did during the discussion group.

6.2. Results obtained from English teachers (School 1)

The information of this section has been taken from the transcription of the interview to one English teacher of School 1. To ensure her anonymity, a codification was used in the transcription. The code used is S1ET, where S1 refers to “School 1” and ET refers to “English Teacher”. The transcription is included in the Annex section (Annex 11).

Regarding the *Teaching of English from an early age* category, S1ET was asked: “According to your own experience, how is English language better learnt?”. She thinks that, the sooner students are exposed to English, the better, as she claimed to have seen an improvement in her students’ understanding of English since this language started to be taught in P4. Moreover, she considers that teaching English from Early Years is especially good due to the way it is worked. This way, English has a “clear functionality” and “they learn English almost without realising”, according to S1ET.

As for the *Use of textbooks* category, when being asked “What methodology is used in your school to teach English?”, S1ET claimed that School 1 bases on a textbook. She considers this textbook to be good because it bases on stories and “from these stories, you can work on many other aspects”. S1ET also values this textbook because it includes a section called “cross-curricular”, which is very positive because students “connect everything with English”, according to S1ET.

Moreover, in the *Use of an active methodology* category, S1ET stated that an active methodology is used too in School 1. She claimed: “We represent the stories from the

textbook, or represent songs, or play games”. Moreover, she stated that this school works in a very experience-based way, and she considers this methodology to be positive because students “feel more motivated”.

As regards the *Spending more hours in the teaching of English* category, S1ET was asked: “Do you think that English is worked enough at your school?”. She considers the time spent in School 1 to work English not to be enough. Nevertheless, according to her, different measures are applied to palliate this lack of time, such as splitting the group into two. S1ET considers this fact to be beneficial to “devote more time to students”. S1ET also stated that one of the available lessons in English was devoted to games, before the arrival of COVID-19. This was done with Grade 1 and 2 of Primary Education and, in these sessions, orality was worked a lot, according to S1ET. This teacher also stated that Grade 5 and 6 students do exchanges with foreign schools.

S1ET considers the application of all these measures to have been possible because School 1 “always put faith in English”. However, S1ET would like CLIL to be applied, as “it would be much better, because students would have more contact with English”.

As for the *Teaching of English from 1988 to 1999* category, S1ET was asked: “When was English included as a foreign language to be learnt at the school you work?”. She claimed that “when School 1 opened in 1988, English was taught from what we call Grade 3 of Primary Education today”. Therefore, according to S1ET, English was taught only from Grade 3 of Primary Education onwards during this period of time.

In the *Teaching of English from 2000 until nowadays* category, it is stated a change in the teaching of English in School 1. That is because, in 2000, this language started to be taught not only from Grade 3 of Primary Education onwards, but also in Grades 1 and 2. Thus, as S1ET stated: “It was from 2000 when English started to be taught at whole Primary Education”.

Regarding the *Teaching of English from 2004 until nowadays* category, there was still another change in the teaching of English in School 1. As S1ET said, “the headmistress suggested me to teach English to P4 and P5”. S1ET accepted this proposal and, thus, “we introduced English with the little ones in 2004”. From that moment on, so, English was taught in two stages of Early Years Education too.

In the *Amount of time spent in Initial Stage per week* category, S1ET was asked: “How much time is spent to work English at your school?”. She stated that two weekly sessions

are addressed to English in the case of first and second graders. According to S1ET, this amount of time is not enough to work English.

As for the *Amount of time spent in Middle Stage and Upper stage per week* category, S1ET also claimed that, from Grade 3 to 6 of Primary Education, 3 hours are spent to work English per week. According to her, this is not enough time either. For this reason, she claimed that “we have always tried to do more things”.

In the *Relation between students’ knowledge of English and time spent to work English* category, S1ET was asked: “Do you think that the students’ general level of English corresponds to the time spent to work English at your school?”. She thinks so: “What students know of English, in general, it is because of what they learn during the lessons addressed to English at school”. Nevertheless, S1ET also said that some students have a higher level of English than the rest because they “take English lessons outside school”.

As regards the *Implementation of CLIL* category, S1ET was asked: “What do you know about CLIL methodology?”. She stated that “we know what it is, and we tried to apply it”. According to her, this attempt to apply CLIL was done in Science subject, more specifically in Grade 6 of Primary Education. The main idea of this attempt was to create a didactic unit that belonged to Science, but that was thought in English, according to S1ET.

Moreover, in the *Non-implementation of CLIL* category, S1ET also claimed that CLIL never stayed in School 1. As she said, its application was a problem because “counsellors do not know enough English”. S1ET also said: “we do not know how to organise it”. Thus, the application of CLIL was not possible due to “organisation, and because not many teachers know enough English”.

As for the *Conditions to implement CLIL* category, S1ET was asked: “Do you think it would be positive to start using the English language to teach other subjects that are not the English one at your school? Would it work?”. She stated that CLIL did not work in School 1 because “we did not know how to organise it and very few teachers had a good command of English”. Nonetheless, S1ET thinks that CLIL could be applied again, as long as “teachers with a better preparation of English arrive”. Besides, S1ET supports CLIL because she thinks that few hours are addressed to English in School 1 and, thus, “the more we do at school, the better”.

Regarding the *Non-diversification of the Languages specialisation* category, S1ET was asked: “To become an English teacher, did you first study at university to become a teacher, and then you took the English specialisation?”. She studied at university to become a teacher, but not an English teacher. The specialties among which she could choose were not as diversified as nowadays: “The specialties that we had were the Languages one, the Sciences one or the Social Sciences one”. S1ET chose the Languages one and, therefore, “I became a language specialist”, as she claimed.

As for the *Previous preparation* category, S1ET was asked: “Would you teach English in other subjects that are not the English one?”. She was hesitant at first. However, she later said that she would do so, but she added: “I would have to prepare it a lot”.

In the *Conducting of specialisation courses* category, S1ET was asked: “Do you take specialisation courses?”. She stated not to be taking specialisation courses nowadays because *Generalitat* does not offer them anymore. However, she claimed to have been taking specialisation courses until recently because “I have always liked to be up-to-date”, as she claimed. Moreover, she explained to have taken different specialisation courses over time, through which “I learnt a lot”, according to S1ET.

In the case of the *Reaction towards the data presented* category, it was intended to obtain information that could answer the question “Are you aware of the results obtained in English in official documents?” To do so, S1ET was asked sub questions of this question, the information of which was extracted from the theoretical framework of this Final Degree Project. S1ET showed no surprise when being told about the low command of English that Spain has in comparison to other countries. However, she felt surprise to know that the command of English in Spain is still the same than a decade ago because, according to her, “nowadays, young people are better prepared in English because they watch more series in original version and they travel more”.

6.3. Results obtained from students (School 2)

The information of this section has been taken from the transcription of the activities and from the students’ written answers. In the transcriptions, a codification was followed to ensure the anonymity of the participants. The code used for P5 pupils is S1EYP(Number), where S2 refers to “School 2”, EYP refers to “Early Year Pupil” and the number indicates who is talking. The code for Grade 2 students is S2PES(Number), where S2 refers to

“School 2”, PES refers to “Primary Education Student” and the number indicates who is talking. Both transcriptions are included in the Annex section (Annex 12 and 13).

Regarding the *Positive consequence of the application of storytelling* category, the realisation of the activity through storytelling methodology was very successful among P5 pupils, as they showed implication and motivation along the whole activity:

«Coral: And now...Do you want to colour Colin?

All pupils: Yeees!

S2EYP8: Are we going to colour Colin? (*excited*). »

As for the *Positive consequence of the application of active methodologies* category, Grade 2 students were asked: “Do you like the activities that are carried out during English lessons?”. They prefer those activities in which their active role is promoted:

«S2PES6: I like to do activities in which I have to write down what I listen to.

S2PES3: I like it when we speak English. »

Their written answers are in the same vein: «I like it when we speak English», «I like it when we have to stick things», «I like it when we comment the videos we watch».

Regarding the *Negative consequence of the application of textbooks* category, these students stated not to like the textbook they use:

«S2PES2: I don't like to do the textbook activities, because I don't understand them.

S2PES10: There are some activities of the textbook that I don't like.

S2PES12: I prefer to do manual arts rather than activities of the textbook. »

This is also reflected in their written answers: «I don't like it very much when we do activities of the textbook», «I don't like the textbook».

As for the *Positive consequence of the use of English as a lingua franca* category, these students also highlighted that they like English to be used in other subjects:

«S2PES5: I like to do the Arts and Crafts dossier, because it is in English and because we do this subject in English. »

This fact was also stated in the written answers: «I like to speak English when we do Arts and Crafts», «The Arts and Crafts dossier is in English and I like it».

Regarding the *Good perception of English before the activity was carried out* category, all P5 pupils liked English before the storytelling activity was done, as they all drew happy faces. There is also an evidence of this fact in the following extract:

«Coral: Perfect! Do you like English? (*Puts thumb up and makes a happy face*) Or not? (*Puts thumb down and makes a sad face*).

All pupils: Yes! »

As for the *Better perception of English after the activity was carried out* category, all P5 pupils stated to like English after the storytelling activity, as they all drew smiles on the faces they were given. Some of these students made these faces even happier than the ones they drew in the beginning, as they did not just draw a smile: some of them also drew teeth and cheeks. This way, they showed that they liked English even more than before the storytelling activity was carried out.

In the *Good perception of English due to its utility and the way it is worked at school* category, Grade 2 students were asked: “Do you like English?”. All of them stated to like it, mainly because it can be used when going abroad and to communicate with others. The other main reason was the way this language is worked at school:

«S2PES2: I like it because, this way, I can talk to other people that come from other countries, because, this way, we can understand each other.

S2PES8: I like it because of the English activities we do at school.

S2PES9: I like English because I like to participate in the activities that we do at school and because this way, if I can speak English, I can talk to people from the USA. »

These reasons were also reflected in their written answers: «Yes, because we do enjoyable activities», «Yes, because I can use it when I visit other countries».

As regards the *Usefulness of English* category, Grade 2 students were asked: “Do you think it is useful to learn English?”. Most of them considered English to be useful because they can go abroad and communicate with others:

«S2PES8: It is useful because, this way, you can talk to other people.

S2PES11: I think it is useful because, this way, you can travel to many countries and talk to everybody and, if you cannot speak English, nobody understands you. »

This was also reflected in their written answers: «Yes, because you need it to talk to people from other countries», «Yes, because you use it when visiting other cities».

Regarding the *Personal feelings* category, Grade 2 students were asked: “Would you like to speak English when you are older?”. Many of them expressed their desire to speak English when they are older because they can use this language when going abroad and to communicate with other people:

«S2PES15: I'd like to because, this way, I could talk to people from all around the world when I travelled.

S2PES12: I want to speak English because I'd really like to talk to people from all around the world»

These opinions were also reflected in these students' written answers: «Yes, because this way, I can travel to many places», «Yes, because I could talk to many people».

The other main reason stated was the fact of using English as a tool to be taught to others:

«S2PES2: I want to, because my father is studying English and, this way, I will be able to help him.

S2PES9: I'd like to because, this way, I could help my parents to learn English. »

However, other students stated that they would not like to, because they would feel tired:

«S2PES1: I wouldn't like to speak a lot of English because, otherwise, I would feel tired.

S2PES3: I wouldn't like to, because it would be very tiring for me to always speak English. »

As for the *Personal attitudes* category, Grade 2 students were asked: "How do you feel when you speak English?". Some students stated to feel good because they feel old when doing so or due to their liking of English:

«S2PES3: I feel good because I feel super old! I feel like I was 20 years old.

S2PES1: I feel good, because I have a good time speaking English. »

Other students stated to feel nervous because they are shy:

«S2PES10: I feel a little bit nervous when I speak English, because I am shy.

S2PES11: I feel nervous because I am a little bit shy. »

In the written answers, the most used words were "happy", "good" and "nervous".

Regarding the *Non-feeling of fear* category, Grade 2 students were asked: "Are you afraid to speak English?". Some of them stated not to be afraid because of their positive feelings when using this language:

«S2PES10: I am not afraid to speak English, because I feel good.

S2PES11: Neither do I, because I feel calm. »

In the written answers, many of these students wrote down the word "No" to show that they do not feel afraid to speak English.

As regards the *Feeling of fear* category, some students stated to feel afraid to speak English due to their possible bad performance when doing so:

«S2PES19: I am afraid to speak English because I don't want to be wrong.

S2PES20: I am afraid to speak English in front of the whole class because I don't want to be wrong.»

This idea is also reflected in some of their written answers: «Yes, because I don't want to do it wrong», «Yes, because I am afraid of not doing it well».

As for the *Importance of English* category, Grade 2 students were asked: “Do you think it is important to know English?”. Some students thought so, due to its utility to communicate with people and to travel abroad:

«S2PES2: Yes, because this way, you can travel all around the world and talk to people.

S2PES1: Yes, because this way, you can talk to everybody and you don't need to know other languages when travelling abroad. »

Regarding the written answers, almost all of the students considered English to be important, as they wrote down “Yes”. However, one student wrote down “No”.

In the *Presence* category, Grade 2 students were asked: “Do you see a lot of English in your daily life? (clothes, games, songs...)”. Many of them stated to see English on clothes and in different multimedia resources:

«S2PES3: Yes, I see English on T-shirts.

S2PES5: I see English at *Among Us*.

S2PES5: Yes, at *Brawl Stars*. »

This is seen in the written answers too: «Yes, because I have a lot of T-shirts in English», «Yes, because I play *Among Us* and it is in English».

Finally, regarding the *Presence of English inside the classroom* category, Grade 2 students were asked: “Do you see a lot of English in your daily life at school?”. They said that there is a corner in their classroom where different works that they do in English are hanging. However, they also stated that they see no English outside their classroom. This fact was also reflected in these students' written answers: «Yes, there is English in the classroom», «I only see English in the classroom».

6.4. Results obtained from English teachers (School 2)

The information of this section has been taken from the transcription of the interview to one English teacher of School 2. To ensure her anonymity, a process of codification was followed. The code used is S2ET, where S2 refers to “School 2” and ET refers to “English Teacher”. The transcription is included in the Annex section (Annex 14).

As for the *Adjustment of the methodology to the students' characteristics* category, S2ET was asked: “According to your own experience, how is English language better learnt?”. She considers that “there is no single methodology that is fantastic” and she claimed that not all methodologies are good, nor are all bad, as “each of them has its strengths and weaknesses, and it depends on the group of students”. Moreover, S2ET thinks that it is

very important to integrate English in the students' daily lives or in the day-to-day routines of the English lessons. Finally, S2ET claimed that "the more you live English, the better you learn it. On the other hand, the more theoretical it is, the worse".

Regarding the *Use of textbooks* category, S2ET was asked: "What methodology is used in your school to teach English?". She claimed that three textbooks are used: the students' book, the activity book and a booklet. This booklet is necessary because "it extracts the grammar from the students' book units and works them deeper". S2ET also thinks that, thanks to this booklet, it is possible that students who have a higher level of English expand their knowledge of English grammar.

Moreover, in the *Use of an active methodology* category, S2ET also claimed that English teachers in School 2 try to combine the use of textbooks with a more active methodology, so that "students can make more use of oral English", according to her.

As regards the *Spending more hours in the teaching of English* category, S2ET was asked: "Do you think that English is worked enough at your school?". She does not think so. Nevertheless, she highlighted that "we do different subjects in English". Thus, more hours are addressed to English in School 2 than in other schools, as S2ET said. However, she thinks it is convenient to address more hours to work English, because "students would learn much more", as S2ET claimed.

As for the *Teaching of English from the 90's* category, S2ET was asked: "When was English included as a foreign language to be learnt at the school you work?". She stated that, when she started teaching at this school in 1989, no English appeared. Nevertheless, according to her, "in 1996, the English subject already existed". Consequently, she concluded that "English was included in the 90s".

Moreover, in the *Inclusion of CLIL in 2011* category, S2ET also highlighted that the management of School 2 "has put faith in English", as School 2 "was one of the first schools in Badalona to include English". S2ET also stated that, as soon as School 2 was allowed to use CLIL, they did. Before applying it in 2011, all teachers had to do specialisation courses on CLIL, so that "teachers were trained to teach subjects through CLIL", according to S2ET.

Regarding the *Amount of time spent in Initial Stage and Middle Stage per week* category, S2ET was asked: "How much time is spent to work English at your school?". In the Initial and Middle stages, S2ET claimed that 3 hours per week are addressed to English. 2 of

them correspond to the English subject, while the remaining hour corresponds to Arts and Crafts, as “CLIL is applied in this subject”, according to S2ET.

In addition, in the *Amount of time spent in Upper Stage per week* category, S2ET also stated that 5 hours are devoted to English in Upper Stage: 2 hours are addressed to the English subject; 1 hour is addressed to Science subject; 1 hour is addressed to Arts and Crafts subject and, finally, 1 hour is addressed to Speaking.

In the *Relation between students’ knowledge of English and time spent to work English* category, S2ET was asked: “Do you think that the students’ general level of English corresponds to the time spent to work English at your school?”. She thinks so. However, she also claimed that those students who devote more hours to English in English academies, have a much higher level of English in comparison to the rest of the students.

Regarding the *Work in smaller groups of students* category, S2ET also considered the application of smaller groups of students to be necessary, in order to “attend all students in a more individualised way”. This way, “it would be ensured that all students achieved a minimum level of English”, as she said.

As for the *Implementation of CLIL* category, S2ET was asked: “What do you know about CLIL methodology?”. She considers that “CLIL methodology should be applied in small groups”. Thus, she thinks that CLIL is not efficient enough at School 2 because “it is complicated to apply CLIL methodology with more than 20 students”. Moreover, S2ET thinks that it is easier to apply CLIL in Arts and Crafts subject rather than in Science subject, as she believes Science’s syllabus to be tougher than the Arts and Crafts’ one. However, she considers CLIL to be effective.

As regards the *Positive consequence of the application of CLIL* category, S2ET was asked: “Do you think it is positive to start using the English language to teach other subjects that are not the English one at your school? Does it work?”. S2ET believes that it is very positive, and considers CLIL to be working in School 2 because “children perceive English in a different way”. S2ET also claimed that now, students are really aware of the significance of English, and that she had perceived a great improvement in English: “students have a much higher level of English”. In addition, they “have a much higher level of understanding of English than 10 years ago”.

Regarding the *Non-diversification of the Languages specialisation* category, S2ET was asked: “To become an English teacher, did you first study at university to become a

teacher and then you took the English specialisation?”. S2ET said that she studied at university to become a teacher. In the last course of her degree, she chose the Languages specialisation, where English appeared. However, the learning she obtained was “not enough to do English lessons”. Her English training became wider due to her trips to England and the USA, as “what is studied at university is not enough”. She added that no English subjects were done in her degree until she chose her specialisation.

As for the *Promotion of greater proficiency in using English* category, S2ET was asked: “Do you teach English in other subjects that are not the English one? Where this idea came from? Did you choose to do so or were you asked to do so?”. She explained that she teaches Science and Arts and Crafts to Upper Stage, apart from the English subject. As she claimed, School 2 wanted its students “to be more competent when using the English language”, because it had been detected that their English level was not enough. As a result, the school management decided to apply CLIL. Moreover, S2ET did not choose the subjects she teaches: “As I was the English teacher, Arts and Crafts and Science subjects were assigned to me”. Finally, S2ET stated that, depending on the subject and level, she would be willing to teach more subjects in English.

As regards the *Conducting of specialisation courses* category, S2ET was asked: “Do you take specialisation courses?”. She stated not to be taking specialisation courses.

In the *Reaction towards the data presented* category, it was intended to obtain information that could answer the question “Are you aware of the results obtained in English in official documents?”. To do so, S2ET was asked sub questions of this question, related to the theoretical framework of this research. S2ET showed no surprise when being told about the low command of English that Spain has in comparison to other countries. However, she felt surprise to know that the command of English in Spain is still the same than a decade ago because, according to her, “the English level of our students is not the same as 10 years ago, it is much better now”.

6.5. Results obtained from other English teachers

The information of this section has been taken from the answers provided by 10 English teachers that filled, anonymously, a mixed questionnaire. The codification used is P(Number), where P means “Participant”, and the number is used to know who is talking.

As for the *Use of traditional methodology* category, participants were asked: “How was English taught at the university you studied? (methodology used, use of English or other

languages as a lingua franca...). Some of them claimed to have followed a traditional methodology:

P3: «We studied grammar in a traditional way (...) no native teachers (...). »

P8: «Traditional methodologies (PowerPoints). »

Regarding the *Use of active methodology* category, many participants stated to have followed active methodologies:

P2: «Almost all subjects were in English. We worked a lot in cooperative work. »

P6: «We did oral presentations. »

As regards the *Use of English as the lingua franca* category, many participants claimed that English was the language used to communicate:

P3: «We used English to communicate. »

P9: «English was the language to communicate. »

As for the *Consequences of the methodology used* category, participants were asked: “Does the way of teaching English at the school you work at affect to your perception of English? In which sense?”. The change in the perception of English for those who answered “Yes” was positive and due to the methodology followed:

P8: «Yes, because we work through projects and I’d never taught English in that way. »

P9: «Yes. We teach English using a very motivational methodology. »

In the case of participants who answered “No”, no more information was provided.

Regarding the *Positive consequence of application of active methodology* category, participants were asked: “Does the way of teaching English at the school you work at affect to your students’ perception of English? In which sense?”. Those who use active methodologies, stated to have seen a positive change in their students towards English:

P6: «Yes, they like English and they enjoy learning while they play didactic games. »

P9: «Yes, completely. They love to live and experience the stories we teach and they learn grammatical contents without knowing that they are learning them. »

As regards the *Improvement* category, participants that apply CLIL at their schools, were asked: “Has there been an improvement in the students’ level of English?”. All of them thought so, but they stated different reasons:

P9: «Yes, due to the implementation of language exposure. They just do it in an indirect way. »

P10: «Yes, students are more motivated and that makes them learn more. »

As for the *Feasibility to apply CLIL methodology* category, participants that do not apply CLIL at their schools, were asked: “Do you think it would be feasible to apply CLIL

methodology in the school you work at? Why?” They thought so, but many of them highlighted its non-viability:

P2: «I think so, but it needs time (to learn about it and to dedicate at school (...)) I'd like to do it in Science, but you need hours from Science and English subjects. »

P3: «We tried it 4 or 5 years ago, but we don't have enough teachers able to do it. »

In the *Positive benefits due to the application of CLIL* category, participants that stated not to apply CLIL at their schools, were asked: “What benefits do you think that would be obtained if CLIL methodology was applied in the school you work at?”. Most of them agreed on learning more vocabulary and make more use of oral English, but positive feelings of the students were also highlighted:

P1: «They would be more used to speak English and they would learn new vocabulary related to different areas. »

P3: «It would help the students to be more confident when using English orally and they would learn more vocabulary. »

Regarding the *Feelings towards methodologies* category, participants were asked: “Did you enjoy this way of teaching? How it made you feel?”, in relation to the way in which English was taught at their universities. Those who had learnt English through an active methodology, enjoyed this way of learning. Conversely, those ones who had learnt through a traditional methodology, did not enjoy it.

As for the *Use of English* category, participants that stated to use English outside their workplaces, were asked in which fields they use it. Most of them mentioned informal contexts, but formal contexts appeared too:

P2: «I chat with my friends, watch movies in original version and read news. »

P8: «Travelling. »

As regards the *Liking of English* category, participants were asked: “How much do you consider to like the English language?”. Most of them marked “5” to express their great liking of this language, but many of them marked “4” too, as seen in the graph that is included in the Annex section (Annex 15).

In the *Improvement in the students' perception of English* category, participants who stated that CLIL was applied at their schools, were asked: “Has there been an improvement in the students' perception of English?”. They thought so, and they focused on their students' emotions:

P9: «Yes, they feel confident and show respect to the language and Arts and Crafts. »

P10: «Yes, they feel motivated, happy and confident in class. »

As for the *Insufficient time addressed to English* category, participants were asked why they believed that the amount of time addressed to English at the schools they work at was enough or not. Most of them considered that not enough time was devoted to English, due to the lack of hours to work it or the lack of subjects taught in English:

P2: «I'd love to have more hours and to split the group, but time is time, and we need to share the hours and the curriculum needs to be done. »

P6: «More subjects should be taught in English, like Maths or Science. »

However, some of the participants believed that English was worked enough at their schools due to the great quantity of hours addressed to work this language:

P8: «They do lots of English hours. »

P9: «We do 3 hours of English and 2 hours of Arts and Crafts in English. »

As regards the *Good opinion of CLIL* category, participants were asked: “Do you know CLIL methodology? What do you think about it?”. All of them stated to know CLIL and to have a good opinion of it. However, many of them highlighted the importance of human resources and time to prepare it:

P2: «Yes, I know. I think it's interesting, but I'd need more hours to work on it. »

P5: «Yes. Good to implement, if there are enough human resources at school. »

As for the *Common subjects to apply CLIL* category, participants were asked: “Is CLIL methodology implemented in the school you work at? In which subjects?”. Only 2 of the participants stated to be applying CLIL at their schools, and the subjects in which this methodology is implemented are Arts and Crafts and Science.

Regarding the *Specialisation in English* category, participants were asked: “How was the subject Didactics of the English language planned when you were at university?”. Most of them stated to have studied to be teachers, and then they took the English specialty to become English teachers. However, others became English teachers in other ways:

P4: «I became an English teacher because I had a B2 level of English. »

P6: «I am an English teacher because I got my C1 at EOI. »

As regards the *Quantity of time addressed to English at university* category, participants were asked: “Do you think that the subject Didactics of the English language was enough for your training?”. All of the participants answered “No” except for one, who considered the fact of using English as the *lingua franca* to be enough:

P2: «Yes, because almost all subjects were taught in English and that was very helpful to improve my level of English. »

As for the *Level of English* category, all of the participants stated to have a B2 or a C1 level of English except for one, who considered to have a C2 level. The graph that contains this information is included in the Annex section (Annex 16).

As regards the *Official certificates* category, participants were asked: “Do you have a certificate that proves your level of English?”. Most of them stated to have a certificate, as seen in the graph that appears in the Annex section (Annex 17). Those who had a certificate, were also asked: “What year did you obtain it?”. The most repeated year was 2019. The graph with this data appears in the Annex section too (Annex 18).

Finally, in the *Conducting of specialisation courses* category, participants were asked: “Do you take specialisation courses?”. Most of them answered “Yes”, as seen in the graph that appears in the Annex section (Annex 19). Those who answered “Yes”, were asked: “In which areas are they specialised in?”. The area that was repeated the most was CLIL.

7. Discussion of the results

In this section, the results obtained and the information from the theoretical framework have been related. Five subsections appear: one per each dimension. In each of them, the corresponding analysis categories are found. Finally, a conclusion is included too.

7.1. Methodology dimension

In the *Positive consequence of the application of storytelling* category, the results of School 1 and 2 proved that storytelling methodology was very successful among P5 pupils, as they showed motivation along the whole activity. From the theoretical framework, it is confirmed the importance of creating fun and interesting English sessions for children to increase their intrinsic motivation towards English (Dunn, 2011).

The results of *Positive consequence of the application of active methodologies* category showed that activities where kids have an active role are the most appreciated ones for Grade 2 students of both schools. Moreover, the results in *Negative consequence of the application of textbooks* showed that students of both schools do not enjoy textbooks. From the theoretical framework, it is confirmed the importance of letting students interact among them by using the FL and by adopting an active role, as they learn the FL better and easily (Manga, 2008).

In the *Positive consequence of the use of English as a lingua franca*, the results showed that Grade 2 students of School 2 like to use English to communicate in non-English

subjects. From the theoretical framework, it is confirmed the importance to balance the use of two or more languages at schools not only in the number of hours spent to each of the languages, but also in the subjects in which these languages are used (Aparicio, 2009).

In *Teaching of English from an early age*, the results showed that the English teacher of School 1 considered teaching English to students early to be the best methodology. From the theoretical framework, it is proved that children learn implicitly and adults learn explicitly. However, none of them is better than the other one (The Conversation; 2019 August, 22nd).

In *Adjustment of the methodology to the students' characteristics*, the results showed that the English teacher of School 2 considered the methodology itself not to be important, but choosing it depending on the students. From the theoretical framework, it is confirmed the importance of considering the factors that can ease or complicate the learning of a FL (Manga, 2008). Nevertheless, teachers from both schools agreed on the importance of including English in the students' daily lives. From the theoretical framework, it is confirmed that activities should be contextualised, so that they are related to the children's daily lives (Dunn, 2011).

In *Use of textbooks*, it was showed that textbooks are the basis in School 1 and 2. Moreover, in *Use of traditional methodology*, it was showed that some English teachers learnt English through traditional methodologies. Thus, it is confirmed that it was not until 1990 when students were expected to learn not only by working linguistic aspects, but also by considering the factors that take part in communication too (Madrid, 2001).

The results in *Use of an active methodology* showed that both schools combine the use of textbooks with active activities. From the theoretical framework, it is confirmed that communicative activities are recommended to be used in the classroom (Corrales, 2009).

In *Use of English as the lingua franca*, the results showed that English is usually the language used to teach, regardless of the methodology that is being applied. From the theoretical framework, it is confirmed that the acquisition of a language depends on the quantity and the quality of the language addressed to students (Aparicio, 2009).

In *Consequences of the methodology used*, the results showed that participants who changed their view of English, was due to the methodology applied. From the theoretical framework, it is confirmed that having mostly negative or positive beliefs can influence the achievement of academic aims (Corpas, 2015).

In the *Positive consequences of the application of active methodology* category, the results showed that participants who use active methodologies with their students, noticed a positive change in their feelings towards English. From the theoretical framework, it is confirmed the importance of providing students with the right type of experiences (Dunn, 2011).

The results in *Improvement* showed that the application of CLIL implied an improvement in the students' level of English. From the theoretical framework, it is confirmed that CLIL does not consist of just teaching contents through a FL, as the FL is intended to be learnt too (Maggi, 2013).

The results in *Feasibility to apply CLIL methodology* category showed that participants consider CLIL to be beneficial for their students. However, they also remark its non-viability due to organisational aspects or not enough teacher training in English. From the theoretical framework, it is confirmed that one of the main challenges of CLIL is that teachers coming from non-linguistic areas do not feel able to teach a FL (Maggi, 2013).

Finally, the results in *Positive benefits due to the application of CLIL* category showed that many participants think that learning more vocabulary and making more use of oral English are the main benefits of CLIL. However, from the theoretical framework it is confirmed that learners benefit from an integrated way of learning both content and language at the same time (Rodríguez, 2009). Thus, content is as important as language.

7.2. Perception of English dimension

The results in *Good perception of English before the activity was carried out* category showed that P5 pupils of School 1 and 2 liked English before storytelling was done. The theoretical framework confirms that students' beliefs determine the achievement of the academic aims of the students with regard to learning a new language (Corpas, 2015).

The results in *Better perception of English after the activity was carried out* category showed that P5 pupils liked English even more than before doing the storytelling activity. From the theoretical framework, it is confirmed that contextual factors are as important as the individual ones, as both have a great influence in the FL learning processes (Manga, 2008).

The results in *Good perception of English due to its utility or an early contact with it* showed that second graders of School 1 and 2 like English due to its utility when

travelling and to talk to others, but having an early contact with it had a positive influence in School 1 too. Moreover, in *Good perception of English due to its utility and the way it is worked at school* it was showed that Grade 2 students of School 2 also like English due to how it is worked at school. From the theoretical framework, it is confirmed that the aim is not to learn about a L2, but to use it to communicate in different contexts (Corrales, 2009).

In *Bad perception of English due to its uselessness or not understanding*, the results showed that some Grade 2 students of School 1 do not like English because they see no point in learning it if you do not go abroad and due to their inability to understand people when using it or to make other people understand them. These aspects were not mentioned by students of School 2. From the theoretical framework, it is confirmed the recommendation of using communicative activities based on a real context or situation in the classroom (Corrales, 2009).

The results in *Usefulness of English in Spain and abroad* showed that Grade 2 students of School 1 and 2 considered English to be useful because it can be used when travelling and to communicate with others. English was also thought to be useful in School 1 because of its utility in Spain. Moreover, the results in *Usefulness of English* category showed that, unlike students in School 1, the ones in School 2 did not mention the utility of English in Spain. The theoretical framework confirms that beliefs can positively or negatively influence on learning, as they condition the attitudes and behaviours of teachers and students in the teaching and learning processes (Espinosa, 2009).

The results in *Personal feelings* category showed that many second graders in School 1 want to speak English when they are older to help other people learn English or to use it when they are abroad. However, some of them do not want to, as they think that they will not be understood. In School 2, many students want to speak English to use it when they are abroad or to teach it to other people. However, some of them do not want to, as they would feel tired about it. The theoretical framework confirms that teachers have a decisive role when managing students and, for this reason, they have to avoid certain actions or attitudes that can make students feel uncomfortable when using the FL (Manga, 2008).

The results in *Personal attitudes* showed that some second graders of School 1 feel good when speaking English because they like this language, while others feel normal because they perceive English as only a language. In School 2, some students feel good because

they feel old when doing so or they like English. However, others said to feel nervous. From the theoretical framework, it is confirmed that all humans have different personal characteristics, which can affect positively or negatively when learning a FL (Manga, 2008).

In *Non-feeling of fear*, the results showed that students of School 1 are not afraid to speak English or making mistakes. However, in *Feeling of fear*, it was showed that some students of School 2 feel afraid to speak English due to their possible bad performance. From the theoretical framework, it is confirmed the importance of preventing students from anxiety (Manga, 2008).

The results in *Importance of English* showed that, while all students in School 2 believe that English is important due to its utility when travelling and talking to people, not all students of School 1 think the same. However, the results in *Non-importance of English* showed that some students of School 1 consider English not to be important if you do not want to leave your country. From the theoretical framework, it is confirmed the importance for children to understand that English is really a useful language to learn to communicate with others (Dunn, 2011).

The results in *Spending more hours in the teaching of English* category showed that the English teachers of School 1 and 2 agreed on the need of addressing more hours to the teaching of English. However, both schools try to palliate this problem: in School 1, by splitting groups; in School 2, by applying CLIL methodology. From the theoretical framework, it is confirmed that the Catalan Primary Education Curriculum's timetable is so loaded with content, that it is not possible to allocate more hours to the teaching of English (Florit, 2012).

In *Feelings towards methodologies*, the results showed that participants who learnt English through active methodologies, enjoyed it; but those who learnt it through traditional methodologies, did not. From the theoretical framework, it is confirmed that the Didactics of English subject has always been considered in the teaching of English to future teachers at university (Fernández Agüero, 2005).

In *Use of English*, the results showed that many English teachers use English outside their working hours in informal contexts. However, the use of English in formal contexts was also stated. The theoretical framework confirms the necessity to be able to use a second language to communicate in different contexts (Corrales, 2009).

The results in *Liking of English* category showed that all participants consider to like English very much. From the theoretical framework, it is confirmed that beliefs play an important role in the field of language learning, as stated by Corpas (2015).

In *Improvement in the students' perception of English*, the results showed that participants whose schools apply CLIL, saw an improvement in their students' perception of English. From the theoretical framework, it is confirmed that the lack of anxiety helps students to learn and acquire the FL progressively (Muñoz, 2002).

Finally, the results in *Positive benefits due to the application of CLIL* showed that participants whose schools do not apply CLIL, think that, if it was applied, students would learn more vocabulary and would make more use of oral English. From the theoretical framework, it is confirmed the importance of communication in CLIL (Maggi, 2013).

7.3. Role and presence of English dimension

In *Presence*, the results showed that some second graders of School 1 only see English in their English lessons. However, many of them stated to see English on their clothes and in several multimedia resources. In School 2, many students stated to see English on clothes and multimedia resources too. From the theoretical framework, it is confirmed that all agents of the educational process and learning context should be considered by the FL teacher (Manga, 2008).

In *Presence of English in English lessons*, the results showed that Grade 2 students of School 1 only see English in their English lessons, while the results in *Presence of English inside the classroom* showed that students of School 2 see English in their classroom not only when doing English lessons. However, they stated not to see English outside their classroom. From the theoretical framework, it is confirmed the importance of relating the contextualised activities to the children's daily lives (Dunn, 2011).

In *Teaching of English from 1988 to 1999* category, the English teacher of School 1 stated that, from this school opening until 1999, English was only taught at this school to Grade 3 of Primary Education onwards. In the *Teaching of English from 2000 until nowadays*, she also stated that, from 2000 onwards, English started to be taught to all Primary Education. Moreover, in *Teaching of English from 2004 until nowadays*, she also stated that, from 2004 onwards, English started to be taught in P4 and P5 of Early Years too. Conversely, in the *Teaching of English from the 90's*, the English teacher of School 2 stated that English started to be taught in School 2 in the 90's. In *Inclusion of CLIL in*

2011, this teacher stated that CLIL started to be applied in School 2 in 2011. The theoretical framework confirms that learning English is not a matter of age, but a matter of how much of implicit or explicit learning approach is used (The Conversation; 2019, August 22nd).

In *Amount of time spent in Initial Stage per week*, the results showed that 2 hours per week are addressed to English in School 1 in Initial Stage. In this regard, the results in *Amount of time spent in the Middle Stage and Upper Stage per week* showed that 3 hours are spent in Middle and Upper Stages. The amount of time devoted to English in School 2 is higher, as the results in *Amount of time spent in Initial Stage and Middle Stage per week* showed that 3 hours per week are addressed to English in Initial and Middle Stages: 2 of them correspond to English subject, while the remaining hour corresponds to Arts and Crafts. Moreover, the results in *Amount of time spent in Upper Stage per week* showed that 5 hours are devoted to English in Upper Stage in School 2. 2 of them are addressed to English subject, 1 is addressed to Science, 1 is addressed to Arts and Crafts, and 1 is addressed to Speaking. The theoretical framework confirms that 420 hours are spent along all stages of Primary Education to work English, which can be distributed differently (Vives, 2014).

The results in *Relation between students' knowledge of English and time spent to work English* showed that English teachers of School 1 and 2 believe that their students' level of English corresponds to the time spent at their schools to work English. In addition, both of them think that, the more time students spend working English, the better they are at it. Thus, it is confirmed that one of the main factors that affect to the acquisition of a language is the quantity of the language that is addressed to children. (Aparicio, 2009).

In *Work in smaller groups of students*, the English teacher of School 2 valued the creation of smaller groups of students to attend them better. The theoretical framework confirms the convenience of applying communicative activities in small groups (Corrales, 2009).

The results in *Insufficient time addressed to English* showed that many participants consider that not enough time is spent in English at their schools, due to the lack of hours to work it or the lack of subjects taught in English. Thus, it is confirmed that the amount of time spent in English is lower than the one spent in Catalan and Spanish (Vives, 2014).

Finally, the results in *Positive benefits due to the application of CLIL* showed that participants whose schools do not apply CLIL believe that, if it was applied, their students

would learn more vocabulary and would make more use of oral English. The theoretical framework confirms the importance of communication in CLIL (Maggi, 2013).

7.4. Impact of CLIL dimension

The results in *Implementation of CLIL* category showed that CLIL was applied in School 1 and 2. However, it stopped being applied in School 1, but not in School 2. The English teachers of both schools have knowledge of CLIL and consider it to be effective. However, the English teacher of School 2 thinks that the creation of small groups of students would increase CLIL effectivity. From the theoretical framework, it is confirmed that the way in which CLIL is put into practice is determining what can be considered as CLIL (Maggi, 2013). However, it is not confirmed the necessity of making small groups.

In *Non-implementation of CLIL* category, the English teacher of School 1 stated the non-possibility of CLIL continuity because most counsellors do not have enough command of English. Difficulty when organising CLIL was stated too. The theoretical framework confirms that teachers coming from non-linguistic areas feel confident when teaching non-linguistic contents, but they can feel not capable enough to teach a FL (Maggi, 2013).

The results in *Conditions to implement CLIL* showed that the English teacher of School 1 thinks that CLIL was not successful because they did not know how to organise it and very few teachers had enough command of English. The theoretical framework confirms that Spain still has the same level of command in English than a decade ago (Europa Press, 2020).

In *Positive consequence of the application of CLIL*, the English teacher of School 2 considers the application of CLIL to be very positive because students are really aware of the significance of English, they learn this language unconsciously and they have a much higher level of English now. The theoretical framework confirms that, in CLIL, the language transfer just happens holistically (Rodríguez, 2009).

In *Good opinion of CLIL*, the results showed that participants stated to know CLIL and to have a good opinion of it. However, many of them also highlighted the importance of human resources and time to prepare it. The theoretical framework confirms that there are several challenges to be faced when applying CLIL (Maggi, 2013).

Finally, the results in *Common subjects to apply CLIL* showed that the most common subjects to apply CLIL are Arts and Crafts and Science. This is also true in School 2, as

CLIL is implemented in both subjects. From the theoretical framework, it is confirmed that CLIL refers to the teaching of any subject that uses a foreign or second language as a lingua franca (Maggi, 2013). This way, there is no subject that is better than others.

7.5. Teacher training dimension

In *Non-diversification of the Languages specialisation*, the results showed that English teachers of School 1 and 2 had taken the Languages specialisation during their last year of their teaching degree. As a result, they became specialists in English, but not only in English. The results also showed that English was not worked enough in this specialisation. From the theoretical framework, it is confirmed that this specialisation was the one with the highest deficit rate (46%), according to Vicente (1981).

The results in *Specialisation in English* showed that many participants studied to be teachers and took the English specialty to become English teachers. However, others became English teachers by having a B2 or C1 level of English. Thus, it is confirmed that some students avoid taking the mention on Foreign Languages because they believe that a B2 is enough to become an English teacher (Bozu & Aránega, 2017).

In *Previous preparation*, the English teacher of School 1 stated to be willing to teach different subjects in English, but she recognised to need a lot of preparation. Moreover, in *Promotion of greater proficiency in using English*, the English teacher of School 2 stated that she would teach more subjects in English, depending on the subject and level. From the theoretical framework, it is confirmed that CLIL does not consist of just teaching contents through a FL, as the FL is supposed to be learnt as well (Maggi, 2013).

In *Conducting of specialisation courses*, the results showed that, none of the English teachers of School 1 and 2 are currently taking specialisation courses. However, the teacher of School 1 stated to have taken specialisation courses in the past, while the one of School 2 did not state to have done so. Besides, many participants stated to take specialisation courses, the most repeated of which was CLIL. The theoretical framework confirms that teachers are getting more and more familiar with CLIL (Maggi, 2013).

The results in *Reaction towards the data presented* showed that the English teachers of School 1 and 2 showed no surprise to know about the low command of English that Spain has, in comparison to other countries. Nevertheless, both of them showed surprise when being aware of the stagnation of Spain regarding the level of command in English. Thus, it is confirmed that, although English has been introduced in classrooms since Early Years

Education in recent years (UNIR Educación; 2020, June 18th), the efforts done are not enough, because the level of English in Spain still stagnates (Europa Press, 2020).

The results in *Quantity of time addressed to English at university* category showed that many participants considered the Didactics of the English language subject not to be enough for their training. Thus, it is confirmed that the different curricula that have taken place have always contemplated the Didactics of English subject (Fernández Agüero, 2005), but no information related to the amount of time devoted to this subject is provided.

The results in *Level of English* showed that most of the participants have a B2 or a C1 level of English. Moreover, the results in *Official certificates* showed that most of these participants have a certificate that proves their level of English, which was obtained recently in most of the cases. Thus, it is confirmed that teachers who are trained in the Foreign Languages mention are required to have a B2 level of English (Martín, 2009).

7.6. Conclusion

After having analysed the results, it is proved that the methodology used affects the students' perception of English, regardless their age. In this regard, storytelling was very successful with P5 pupils, as they showed to like English even more than in the beginning. As for second graders, the use of active methodologies that foster their active role, provoke positive feelings towards English. Instead, the use of traditional methodologies makes these students have a bad perception of English. This is also true for English teachers, as the results showed. Moreover, all English teachers that participated in this project showed to have a great liking of the English language.

It can also be stated that the students' perception of English tends to be good, regardless of their age. As proved, P5 pupils always showed to like English. Moreover, most second graders showed to like English too, mainly due to its utility when travelling and to communicate with people. Some of them showed not to like English, but not because of the language itself, but due to their bad experiences when learning it. Thus, it is convenient to adjust the methodologies to the students, to ensure that all of them are really learning English. Moreover, all English teachers showed to have a great liking of English. This way, it is proved that beliefs are important when learning or teaching English.

Furthermore, it can also be stated that there is not enough presence of English at schools, even in those where CLIL is applied. In the best case, there is a section devoted to English,

but this language is not as integrated as Catalan or Spanish. In addition, it has been proved that second graders are aware of the great presence of English in the society, but teachers tend not to focus on it. Hence, the importance of contextualised activities is proved.

It can also be stated that the use of CLIL is positive for the students' perception of English. In School 2, second graders liked to use English to communicate in different subjects. Other CLIL schools also perceived an improvement in their students' level of English and feelings. In addition, many Catalan schools would like to apply CLIL, but it is difficult due to organisational aspects and because of the poor level of English of many teachers.

Finally, there is not a direct relation between the level of specialisation of English teachers and their perception of English. As proved, all participants showed to have a great liking of English, regardless they had taken or not the English specialty at university. Most of them also stated to do specialisation courses, which shows their willingness to improve.

8. Prospective and limitations

This section provides a reflection of the realisation of this Final Degree Project by presenting those limitations that had to be faced, as well as the solutions that were adopted. Finally, the new avenues for research that this project offers are presented too.

One obstacle was the impossibility to do the discussion group that was planned to be done with English teachers of School 1 and 2, due to incompatibility of schedules by these teachers. The solution to this mishap was to interview one English teacher of each of the chosen schools, so that they could provide the necessary information. This was a great solution, but perhaps the discussion group might have led teachers to think of aspects that maybe they did not think of while carrying out the corresponding individual interviews.

Another obstacle was that some P5 pupils and second graders of School 1 were missing when the data collection process was done. This fact did not affect the realisation of this project, but these missing students could have provided new relevant data for this study.

Moreover, a general lack of literature related to Early Years Education was found, especially as regards the perception of English that children of this age have. Despite this fact, it was possible to obtain the necessary information thanks to the small amount of scientific articles found and the professional experience of one English teacher.

Regarding the new avenues for research, it would be interesting to apply the discussion group that was done with second graders to all Primary Education stages. This way, it

could be observed and studied the evolution of students' perception of English. Moreover, it would also be convenient to interview all the English teachers belonging to each of the Primary Education and Early Years educational stages of more schools than the chosen ones. This way, the changes regarding the teaching of English and the students' perception of this language could be detected and studied in a more accurate way.

In the same vein, it would also be interesting to gather data belonging to more CLIL and non-CLIL schools. This way, the existence or non-existence of certain patterns that are repeated in CLIL and non-CLIL schools could be studied, with the aim of enhancing those ones that are beneficial regarding the perception of English by both teachers and students, and overcoming those ones that hinder a positive perception of this language.

Finally, it would be necessary to do a research based on different types of activities that can be used with Early Years pupils, as there is little literature related to it. Thus, it is difficult to apply the most convenient activities with these pupils. Moreover, it would also be interesting to do a research based on different ways to collect data from these pupils because, due to their young age, it is not easy to obtain information from them.

9. References

- Aguilar, S. & Barroso, J.M. (2015). La triangulación de datos como estrategia en investigación educativa. *Píxel-Bit. Revista de Medios y Educación*, 47, 73-88. <https://bit.ly/3yKc7GS>
- Alfaro, A.; García Alcaraz, F.; Hernández Martínez, A. & Molina, M. (2006). Diseño de Cuestionarios para la recogida de información: metodología y limitaciones. *Revista clínica de medicina de familia*, 1(5), 232-236. <https://bit.ly/3tgPIOy>
- Aparicio, M.E. (2009). Análisis de la educación bilingüe en España. <https://bit.ly/3dYFwDU>
- Arcos, A. (2020, November 24th). *Los profesores necesitarían al menos un nivel más de inglés que sus alumnos*. Magisterio. <https://bit.ly/2PQIEee>
- Bahamonde, G. (2010). Motivación para el aprendizaje del idioma inglés. *Universidad Academia de Humanismo Cristiano*. <https://bit.ly/3ghLGSv>
- Benítez, O. (2006). Las tareas comunicativas en el aprendizaje de lenguas extranjeras: una alternativa para el desarrollo de habilidades comunicativas. *Revista Iberoamericana de educación*, 42 (5), 8. <https://bit.ly/2RzbXBi>
- Bernaus, M. (2001). *Didáctica de las lenguas extranjeras en la Educación Secundaria Obligatoria*. Síntesis Editorial.

- Bozu, Z. & Aránega, S. (2017). La formación inicial de maestros y maestras a debate: ¿Qué nos dicen sus protagonistas? *Profesorado. Revista de Curriculum y Formación del Profesorado*, 21(1), 143-163. <https://bit.ly/2PVVcjf>
- Caldentey, D. (2019, January 1st). ¿Qué es una mención de un grado universitario y de qué se compone? UNIR. <https://bit.ly/3uIRCYu>
- Carreras, J. (2003). Evaluación de la calidad docente y promoción del profesorado (III). Legislación Universitaria Española (a): de la Ley de Ordenación de la Universidad Española (1943) a la Ley de Reforma Universitaria (1983). *Educación Médica*, 6(1), 9-31. <https://bit.ly/3cfU0PR>
- Castro, W. F. & Godino, J. D. (2011). Métodos mixtos de investigación en las contribuciones a los simposios de la SEIEM (1997-2010). *Investigación en Educación Matemática XV* (pp. 99-123). SEIEM. <https://bit.ly/3wRDldV>
- Cenoz, J.; Genesee, F. & Gorter, D. (2013). Critical Analysis of CLIL: Taking Stock and Looking Forward. *Applied Linguistics*, 35(3), 243-262. <https://bit.ly/3fnn1Lh>
- Corpas, M. (2015). Creencias y rendimiento académico en el aprendizaje de las lenguas extranjeras. *Revista de Lenguas Modernas*, (23). <https://bit.ly/3g3RzCx>
- Corrales, K. (2009). Construyendo un segundo idioma. El constructivismo y la enseñanza del L2. *Zona Próxima*, (10), 156-167. <https://bit.ly/32bmJQe>
- Coyle, D. (2006). *CLIL in Catalonia, from Theory to Practice*. APAC Monographs, 6. APAC.
- De Graaff, R., Koopman, G. J. & Westhoff, G. (2007). Identifying effective L2 pedagogy in content and language integrated learning (CLIL). *Vienna English Working Papers*, 16(3), 12-19. <https://bit.ly/3ad3JFq>
- Dunn, O. (2011). How young children learn English as another language? Retrieved November, 26. <https://bit.ly/3sdz8xJ>
- Europa Press (2020). Informe EF EPI 2020, el mayor ranking mundial de nivel de inglés. <https://bit.ly/32896Bf>
- Epdata (2020). Cataluña – Nivel de inglés en la comunidad autónoma, datos y estadísticas. <https://bit.ly/3dVzN1J>
- Espinosa, I. (2009). Las creencias de aprendizaje de principiantes brasileños sobre la escritura en la adquisición del E/LE. *Revista Nebrija de Lingüística Aplicada a la Enseñanza de las Lenguas*, (6). <https://bit.ly/3g8STnM>
- Fermoso, P. (1988). El modelo fenomenológico de investigación en pedagogía social. *Educación*, (14-15), 121-136. <https://bit.ly/2RjKiEb>
- Fernández Agüero, M. (2005). Propuesta de modelo para la enseñanza de didáctica de la lengua extranjera en otras especialidades de magisterio. *Indivisa. Boletín de Estudios e Investigación*, (6), 25-36. <https://bit.ly/3abDDmh>

- Florit, C. (2012). Geografía i TIC en anglès. *TRICLIL proceedings: Better CLIL: more opportunities in primary, secondary and higher education*. <https://bit.ly/3dXP1TH>
- García Sánchez, J. N. & Fidalgo, R. (2007). Las directrices del Espacio Europeo de Educación Superior en el marco legislativo del sistema universitario español. *Aula abierta*, 35(1), 35-48. <https://bit.ly/3wJqKIY>
- Gento, S. (1984). *El reto de la enseñanza del inglés en la Educación Básica*. Escuela Española, 2, 741.
- Hernández, E.; Murrieta, G. & Reyes, M. R. (2011). Políticas lingüísticas nacionales e internacionales sobre la enseñanza del inglés en escuelas primarias. *Revista pueblos y fronteras digital*, 6 (12), 167-197. <https://bit.ly/3e0ms82>
- Herrero, C. & Pastora, J. (1969). *Prácticas de enseñanza*. Miñón.
- Huertas, E. & Vigier, F. J. (2010). El grupo de discusión como técnica de investigación en la formación de traductores: dos casos de su aplicabilidad. <https://bit.ly/3mJAGOW>
- Kelly, K. & Ball, P. (2010, July 27th): *CLIL-ing in me softly*. *Defining CLIL*. Teachingtoteach's Blog. <https://bit.ly/3mFloup>
- Llopis, R. (2004). *Grupos de discusión*. Esic.
- Lobe, B.; Livingstone, S.; Olafsson, K. & Simões, J. A. (2008). Best Practice Research Guide: How to research children and online technologies in comparative perspective. *EU Kids Online*. <https://bit.ly/3mFlMcl>
- López Montero, R. (2016). Creencias sobre el aprendizaje del idioma inglés desde la perspectiva del estudiantado infantil. *Extensión en red*. <https://bit.ly/3tferTb>
- Madrid, D. (2001). Problemática de la enseñanza de las lenguas extranjeras en España. *La enseñanza de lenguas en el nuevo milenio*, 11-46. <https://bit.ly/3e27i27>
- Madrid, D. & McLaren, N. (1994). *Proyecto curricular: Making Friends*. Educación Primaria. La Calesa.
- Maggi, F. (2013). Las tecnologías Web 2.0: Su impacto y su uso en la enseñanza y el aprendizaje de lenguas extranjeras y con la metodología CLIL (Content and Language Integrated Learning). *Universidad de Zaragoza, España*. <https://bit.ly/3seEtEQ>
- Manga, A. M. (2008). Lengua segunda (L2) lengua extranjera (LE): Factores e incidencias de enseñanza/aprendizaje. *Tonos digital*, 16 (0). <https://bit.ly/3e27LRV>
- Martín, E. (2009). El enfoque por tareas y la didáctica en lengua inglesa en el nuevo Grado de Magisterio. *Didáctica: Lengua y Literatura*, 21, 255-279. <https://bit.ly/2QstVF7>
- Martínez García, L. (2019). La enseñanza en inglés a través de cuentos y leyendas en Educación Infantil. <https://bit.ly/3dV5x6V>

- Menéndez, E. (1984). La enseñanza del inglés en la Escuela Universitaria de Magisterio. *El Guiniguada. Revista de investigadores y experiencias en Ciencias de la Educación, 1*, 53-59. <https://bit.ly/3uOqEPf>
- Ministerio de Educación y Formación Profesional (2020). Estadística de las enseñanzas no universitarias. Curso 2018-2019. Enseñanza de lenguas extranjeras. <https://bit.ly/3sgozd8>
- Muñoz, C. (2002). *Aprender idiomas*. Paidós.
- Ramos, C. (2010). Las creencias de los alumnos: posibles implicaciones para el aula de español como lengua extranjera. *Marco ELE, Revista de Didáctica del Español como Lengua Extranjera*, (10). <https://bit.ly/3ttw8hS>
- Real Decreto 476/2013, de 21 de junio, por el que se regulan las condiciones de cualificación y formación que deben poseer los maestros de los centros privados de Educación Infantil y de Educación Primaria. *Boletín Oficial del Estado*. Madrid, 14 de julio de 2013, núm. 167. <https://bit.ly/3gnoSAB>
- Reyes, T. (1999). Métodos cualitativos de investigación: los grupos focales y el estudio de caso. *Forum empresarial* (Vol. 4, No. 1, pp. 74-87). Universidad de Puerto Rico. <https://bit.ly/34v1o5m>
- Rodríguez, S. (2009). Traditional ELT Versus CLIL: Mind the Gap!. *Apac Quaterly Magazine l'Associació de Professors d'Anglès de Catalunya (APAC)*, vol. 68, (pp. 17-22).
- Savignon, S. J. (1991). Communicative language teaching: State of the art. *TESOL Quarterly*, 25(2), 261-277.
- The Conversation (2019, August 22nd). *What's the best way to teach children a second language? New research produces surprising results*. <https://bit.ly/324GYPA>
- Utrera, E. (2012). *Juegos para aprender inglés*. Lulu.com.
- UNIR Educación. (2020, June 18th). *Enseñar inglés a niños de Infantil: consejos, técnicas y juegos*. UNIR. <https://bit.ly/3uCZtr5>
- Vicente, A. (1981). *Las escuelas universitarias del profesorado de EGB*. Universidad de Murcia: Instituto de Ciencias de la Educación. <https://bit.ly/3yJDLE0>
- Vives, R. (2014). El aprendizaje del inglés en la escuela pública catalana y finlandesa. [Final Degree Project, Universidad Internacional de La Rioja]. <https://bit.ly/2Qj3Wj4>

10. Appendix

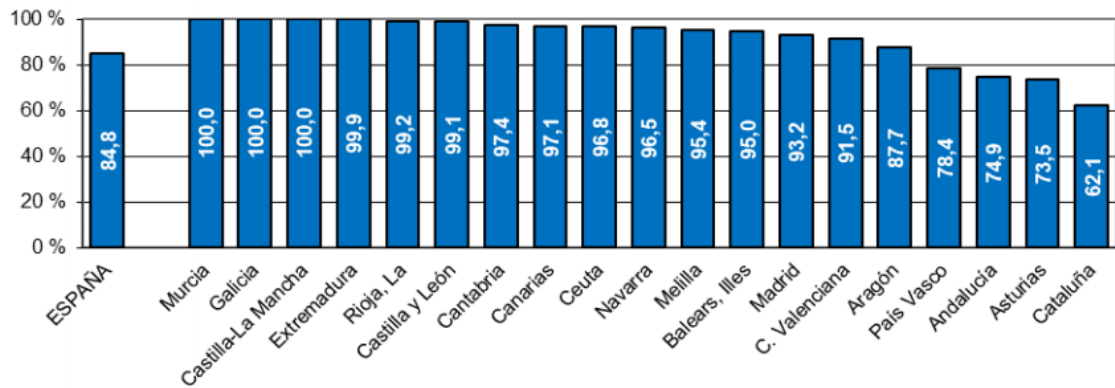
Appendix index

Annex 1: Percentage of Second Cycle Early Years Education students who study a foreign language.....	65
Annex 2: EF EPI 2018 Ranking.....	65
Annex 3: Schools and informants per school.....	66
Annex 4: Semi-structured interview.....	66
Annex 5: Mixed questionnaire.....	68
Annex 6: Material used in the activity addressed to Grade 2 students.....	74
Annex 7: Material used in the activity addressed to P5 pupils.....	76
Annex 8: Data obtained from English teachers and students.....	77
Annex 9: Transcription of the activity with P5 pupils (School 1).....	85
Annex 10: Transcription of the discussion group with Grade 2 students (School 1).....	97
Annex 11: Transcription of the interview with an English teacher (School 1).....	110
Annex 12: Transcription of the activity with P5 pupils (School 2).....	120
Annex 13: Transcription of the discussion group with Grade 2 students (School 2).....	127
Annex 14: Transcription of the interview with an English teacher (School 2).....	138
Annex 15: Liking of English of English teachers.....	147
Annex 16: English level of English teachers.....	147
Annex 17: Possession of official certificates in English.....	148
Annex 18: Date of obtention of certificates in English.....	148
Annex 19: Realisation of specialisation courses.....	149

Annex 1: Percentage of Second Cycle Early Years Education students who study a foreign language

Figure 1

Percentage of Second Cycle Early Years Education students who study a foreign language. School year 2018-19.

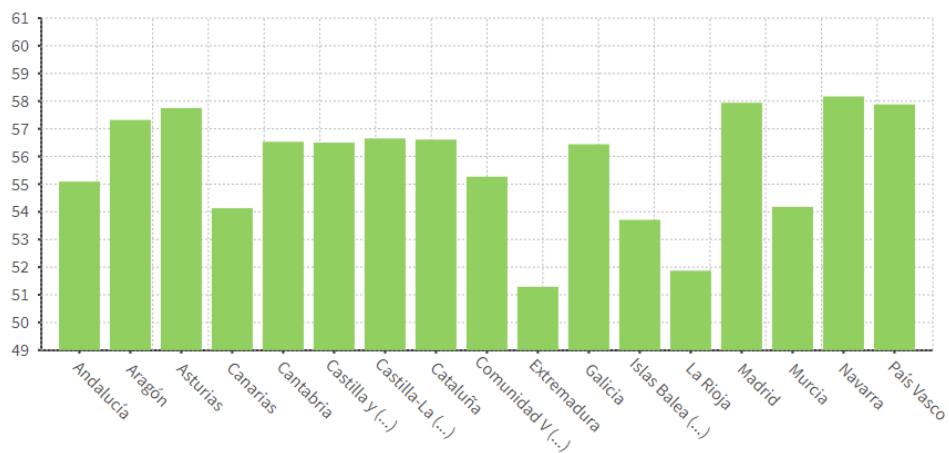


Source: *Ministerio de Educación y Formación Profesional (2020)*

Annex 2: EF EPI 2018 Ranking

Figure 2

EF EPI 2018 Ranking



Source: *Epdata (2020)*

Annex 3: Schools and informants per school

Figure 3

Schools and informants per school

Schools	Informants		
	Teachers	Students	
	English teachers	Early Years: P5	Primary Education: Grade 2
School 1	1 English teacher that teaches English to Grades 1 and 2 of Primary Education	8 students	21 students
School 2	1 English teacher that teaches English, Science (in English) and Arts and Crafts (in English) to Grades 5 and 6 of Primary Education	21 students	24 students
Different schools from School 1 and School 2	10 English teachers that teach English. Some of them teach other subjects in English too.		

Source: Own source

Annex 4: Semi-structured interview

SEMI-STRUCTURED INTERVIEW

Good morning, (Name of the interviewed person). First of all, thank you very much for letting me interview you and for collaborating with my Final Degree Project. Before starting the interview, I am going to inform you about the aims I intend to achieve with my project. First of all, my general aim is to understand the consequences of the way English is perceived in the teaching and learning processes of Early Years and Primary Education English teachers and students. My specific aims are the following ones: to find out whether the methodology used by English teachers affects or not to the perception of

English, to know the perception of English that teachers and students belonging to Early Years Education and Primary Education have, to analyse the role and presence of English at school, to analyse whether the implementation of CLIL methodology has a positive impact on students' perception of the English language and to determine the extent to which teachers' perceptions towards the English language are affected or influenced by their level of specialisation in the subject area. Regarding the ethical aspects, respect for data confidentiality is going to be taken into account and your voice is going to be recorded. In addition, the data obtained is going to be used only for this Final Degree Project purposes.

We can now start the interview:

- How long have you been working as an English teacher in School 1 / School 2?
- How long have you been working as an English teacher, in general?
- Which stages do you teach English to?
- To become an English teacher, did you first study teaching at university and then took a specialisation in English?
- Do you believe that the Didactics of the English language subject at university was well-planned (amount of hours, the number of times you had this subject along your degree, the presence or not of native teachers...)? Do you think that was enough?
- Which methodology was used? Was English used as a lingua franca or other languages were used instead?
- Did you enjoy this way of teaching? How it made you feel?
- Do you take specialisation courses in English nowadays?
- When was English included as a foreign language to be learnt in School 1 / School 2?
- According to your experience, how is English language better learnt?
- Do you think that English is worked enough at School 1 / School 2?
- How much time is spent to work English at School 1 / School 2?
- Do you think that the students' general level of English corresponds to the time spent to work English at School 1 / School 2?
- What methodology is used in School 1 / School 2 to teach English?
- What do you know about CLIL methodology?

- Do you think it is / would be positive to start using the English language to teach other subjects that are not the English one at School 1 / School 2? Does it / Would it work?
- Do you teach English in other subjects that are not the English one? Where this idea came from? Did you choose to do so or were you asked to do so?
- Did you know that, according to UNIR Educación, Spain is recognised as a country where people do not have a great command of the English language?
- Did you know that, according to Europa Press, Spain ranked 34 out of 100 countries that participated in EF EPI 2020 (which is the world's greatest English level ranking)?
- Did you know that these results showed that Spain still has the same level of command in English than a decade ago?
- Did you know that these results showed that Spain is one of the countries belonging to the European Union that occupies the last positions of this ranking, according to Europa Press?

This is the end of the interview. Thank you very much again for collaborating with my Final Degree Project.

Annex 5: Mixed questionnaire

Perception of English at schools: What are the consequences in the teaching and learning processes?

My name is Coral Peña and I am studying a double degree on education (Early Years and Primary Education) at Universitat de Barcelona. I am currently carrying out my Final Degree Project and, through it, I expect to understand the consequences of the way English is perceived in the teaching and learning processes of Early Years and Primary Education English teachers and students.

The answers of this questionnaire, which is addressed to Early Years and Primary English teachers that work at Catalan schools, will help me to know the English teachers' perception of the English language in a broad way. For this purpose, most of the questions are open. This questionnaire will only take around 15 minutes and will be useful not only for my Final Degree Project, but also for me to become a better-prepared English teacher. Of course, this questionnaire is completely anonymous.

Thank you very much for your collaboration! For doubts or further information do not hesitate to contact me: coral.penya.aguilar@gmail.com

*Obligatorio

IDENTIFICATION DATA

1. Which gender do you identify with?

Tu respuesta _____

2. How old are you? *

- 22 - 30
- 31 - 37
- 38 - 56 (or more)

3. In which municipality is the school you work at located? *

Tu respuesta _____

4. At which stages do you teach English in the school you work at? *

- P3
- P4
- P5
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

TRAINING INFORMATION

5. How was the subject "Didactics of the English language" planned when you were at university? (amount of hours, the number of times you had this subject along your degree, the presence or not of native teachers...)*

Tu respuesta _____

5.1. Do you think it was enough for your English training? *

Tu respuesta _____

6. How was English taught at the university you studied? (methodology used, use of English or other languages as a lingua franca...)*

Tu respuesta _____

6.1. Did you enjoy this way of teaching? How it made you feel? *

Tu respuesta _____

DEGREE OF SPECIALISATION

7. Which level of English do you have or believe you have? *

- A1
- A2
- B1
- B2
- C1
- C2

You can add here more information related to question number 7, if necessary

Tu respuesta _____

8. Do you have a certificate that proves your level of English? *

Yes

No

8.1. If the answer to question number 8 is "yes", what year did you obtain it?

Tu respuesta _____

9. Do you take specialisation courses? *

Yes

No

9.1. If the answer to question number 9 is "yes", in which areas are they specialised in?

Tu respuesta _____

ROLE OF ENGLISH

10. Do you use the English language outside your working hours? *

Yes

No

10.1. If the answer to question number 10 is "yes", in which fields? (with your friends, watching series or films, reading foreign newspapers...)

Tu respuesta _____

11. How much do you consider to like the English language? *

1 2 3 4 5

I do not like English at all I like English very much

12. Do you believe that the amount of time addressed to English at the school you work at is enough? *

Yes

No

12.1. Why? *

Tu respuesta _____

METHODOLOGIES USED TO TEACH ENGLISH

13. Does the way of teaching English at the school you work at affect to your perception of English? In which sense? *

Tu respuesta _____

14. Does the way of teaching English at the school you work at affect to your students' perception of English? In which sense? *

Tu respuesta _____

CLIL SETTLEMENT

15. Do you know CLIL methodology? What do you think about it? *

Tu respuesta

16. Is CLIL methodology implemented in the school you work at? In which subjects? *

Tu respuesta

16.1 . If the answer to question number 16 is "yes", has there been an improvement in the students' level of English?

Tu respuesta

16.2. If the answer to question number 16 is "yes", has there been an improvement in the students' perception of English? (they feel afraid, happy, bored, confident...)

Tu respuesta

16.3. If the answer to question number 16 is "no", do you think it would be feasible to apply CLIL methodology in the school you work at? Why?

Tu respuesta

16.4. If the answer to question number 16 is "no", what benefits do you think would be obtained if CLIL methodology was applied in the school you work at?

Tu respuesta

QUÈ PENSEN ELS ALUMNES DE L'ANGLÈS?

1. T'agrada l' anglès?



2. T'agraden les activitats que es fan a la classe d'anglès?



3. Creus que és útil aprendre anglès?



4. Vols parlar anglès quan siguis gran?



5. Veus molt d'anglès en el teu dia a dia (samarretes, jocs, cançons...)?



6. Veus molt d'anglès en el teu dia a dia dins de l'escola?



7. Com et sents quan parles anglès?



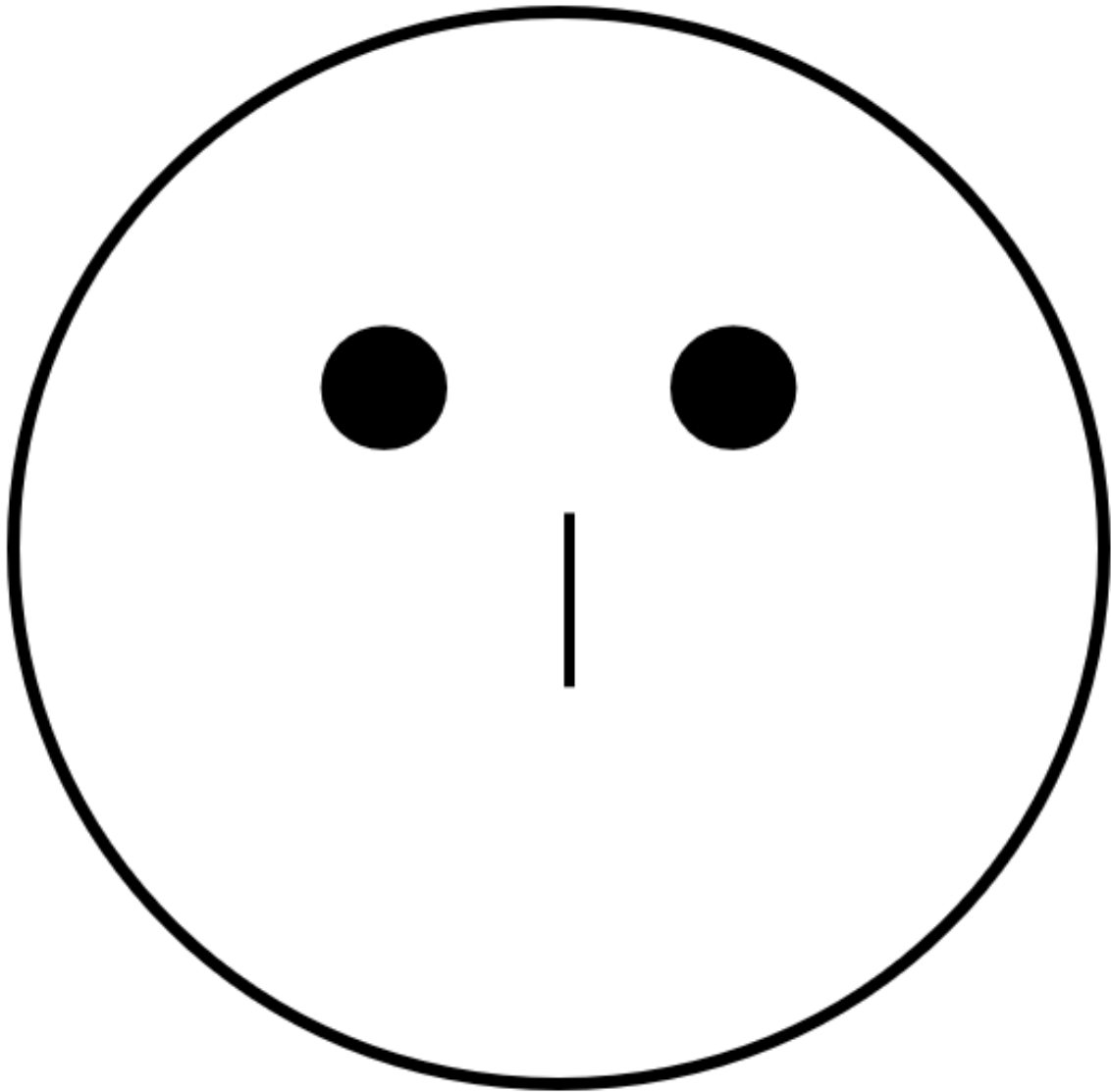
8. Et fa por parlar anglès?



9. Creus que és important saber anglès?



Annex 7: Material used in the activity addressed to P5 pupils



Annex 8: Data obtained from English teachers and students

Figure 4

Data obtained from students (School 1)

Analysis dimensions	Specific objective	Grade	Analysis categories	Data collection tool
Methodology	1	P5 (Early Years Education)	- Positive consequence of the application of storytelling	Sheets of paper answered before and after the application of storytelling
		2 (Primary Education)	- Positive consequence of the application of active methodologies - Negative consequence of the application of textbooks	Group discussion + answers provided to the question “Do you like the activities that are carried out during English lessons?”
Perception of English	2	P5 (Early Years Education)	- Good perception of English before the activity was carried out - Better perception of English after the activity was carried out	Sheets of paper answered before and after the application of storytelling
		2 (Primary Education)	- Good perception of English due to its utility or an early contact with it - Bad perception of English due to its uselessness or not understanding	Group discussion + answers provided to the question “Do you like English?”
			- Usefulness of English in Spain and abroad	Group discussion + answers provided to the question “Do you think it is useful to learn English?”
			- Personal feelings	Group discussion + answers provided to the

				question “Would you like to speak English when you are older?”
			- Personal attitudes	Group discussion + answers provided to the question “How do you feel when you speak English?”
			- Non-feeling of fear	Group discussion + answers provided to the question “Are you afraid to speak English?”
			- Importance of English - Non-importance of English	Group discussion + answers provided to the question “Do you think it is important to know English?”
Role and presence of English	3	2 (Primary Education)	- Presence	Group discussion + answers provided to the question “Do you see a lot of English in your daily life? (clothes, games, songs...)”
			- Presence of English in English lessons	Group discussion + answers provided to the question “Do you see a lot of English in your daily life at school?”

Source: Own source

Figure 5

Data obtained from English teachers (School 1)

Analysis dimensions	Specific objective	Analysis categories	Data collection tool
Methodology	1	- Teaching of English from an early age	Interview (Answer to the question: “According to your own

			experience, how is English language better learnt?")
		- Use of textbooks - Use of an active methodology	Interview (Answer to the question: "What methodology is used in your school to teach English?")
Perception of English	2	- Spending more hours in the teaching of English	Interview (Answer to the question: "Do you think that English is worked enough at your school?")
Role and presence of English	3	- Teaching of English from 1988 to 1999 - Teaching of English from 2000 until nowadays - Teaching of English from 2004 until nowadays	Interview (Answer to the question: "When was English included as a foreign language to be learnt at the school you work?")
		- Amount of time spent in Initial Stage per week - Amount of time spent in Middle Stage and Upper Stage per week	Interview (Answer to the question: "How much time is spent to work English at your school?")
		- Relation between students' knowledge of English and time spent to work English	Interview (Answer to the question: "Do you think that the students' general level of English corresponds to the time spent to work English at your school?")
Impact of CLIL	4	- Implementation of CLIL - Non-implementation of CLIL	Interview (Answer to the question: "What do you know about CLIL methodology?")
		- Conditions to implement CLIL	Interview (Answer to the question: "Do you think it would be positive to start using the English language to teach other subjects that are not the English one at your school? Would it work?")
Teacher training	5	- Non-diversification of the Languages specialisation	Interview (Answer to the question: "To become an English teacher, did you first study at university to become a teacher

			and then you took the English specialisation?")
		- Previous preparation	Interview (Answer to the question: "Would you teach English in other subjects that are not the English one?")
		- Conducting of specialisation courses	Interview (Answer to the question: "Do you take specialisation courses?")
		- Reaction towards the data presented	Interview (Answer to the question: "Are you aware of the results obtained in English in official documents?")

Source: Own source

Figure 6

Data obtained from students (School 2)

Analysis dimensions	Specific objective	Grade	Analysis categories	Data collection tool
Methodology	1	P5 (Early Years Education)	- Positive consequence of the application of storytelling	Sheets of paper answered before and after the application of storytelling
		2 (Primary Education)	- Positive consequence of the application of active methodologies - Negative consequence of the application of textbooks - Positive consequence of the use of English as a lingua franca	Group discussion + answers provided to the question "Do you like the activities that are carried out during English lessons?"
Perception of English	2	P5 (Early Years Education)	- Good perception of English before the activity was carried out	Sheets of paper answered before and after the application of storytelling

			- Better perception of English after the activity was carried out	
		2 (Primary Education)	- Good perception of English due to its utility and the way it is worked at school	Group discussion + answers provided to the question “Do you like English?”
			- Usefulness of English	Group discussion + answers provided to the question “Do you think it is useful to learn English?”
			- Personal feelings	Group discussion + answers provided to the question “Would you like to speak English when you are older?”
			- Personal attitudes	Group discussion + answers provided to the question “How do you feel when you speak English?”
			- Non-feeling of fear - Feeling of fear	Group discussion + answers provided to the question “Are you afraid to speak English?”
			- Importance of English	Group discussion + answers provided to the question “Do you think it is important to know English?”
Role and presence of English	3	2 (Primary Education)	- Presence	Group discussion + answers provided to the question “Do you see a lot of English in your daily life? (clothes, games, songs...)”
			- Presence of English inside the classroom	Group discussion + answers provided to the question “Do you see a

				lot of English in your daily life at school?"
--	--	--	--	---

Source: Own source

Figure 7

Data obtained from English teachers (School 2)

Analysis dimensions	Specific objective	Analysis categories	Data collection tool
Methodology	1	- Adjustment of the methodology to the students' characteristics	Interview (Answer to the question: "According to your own experience, how is English language better learnt?")
		- Use of textbooks - Use of an active methodology	Interview (Answer to the question: "What methodology is used in your school to teach English?")
Perception of English	2	- Spending more hours in the teaching of English	Interview (Answer to the question: "Do you think that English is worked enough at your school?")
Role and presence of English	3	- Teaching of English from the 90's - Inclusion of CLIL in 2011	Interview (Answer to the question: "When was English included as a foreign language to be learnt at the school you work?")
		- Amount of time spent in Initial Stage and Middle Stage per week - Amount of time spent in Upper Stage per week	Interview (Answer to the question: "How much time is spent to work English at your school?")
		- Relation between students' knowledge of English and time spent to work English - Work in smaller groups of students	Interview (Answer to the question: "Do you think that the students' general level of English corresponds to the time spent to work English at your school?")
Impact of CLIL	4	- Implementation of CLIL	Interview (Answer to the question: "What do you know about CLIL methodology?")

		- Positive consequence of the application of CLIL	Interview (Answer to the question: “Do you think it is positive to start using the English language to teach other subjects that are not the English one at your school? Does it work?”)
Teacher training	5	- Non-diversification of the Languages specialisation	Interview (Answer to the question: “To become an English teacher, did you first study at university to become a teacher and then you took the English specialisation?”)
		- Promotion of greater proficiency in using English	Interview (Answer to the question: “Do you teach English in other subjects that are not the English one? Where this idea came from? Did you choose to do so or were you asked to do so?”)
		- Conducting of specialisation courses	Interview (Answer to the question: “Do you take specialisation courses?”)
		- Reaction towards the data presented	Interview (Answer to the question: “Are you aware of the results obtained in English in official documents?”)

Source: Own source

Figure 8

Data obtained from English teachers (Mixed questionnaires)

Analysis dimensions	Specific objective	Analysis categories	Data collection tool
Methodology	1	- Use of traditional methodology - Use of active methodology - Use of English as the lingua franca	Mixed questionnaire (Answer to question 6)
		- Consequences of the methodology used	Mixed questionnaire (Answer to question 13)

		- Positive consequence of application of active methodology	Mixed questionnaire (Answer to question 14)
		- Improvement	Mixed questionnaire (Answer to question 16.1.)
		- Feasibility to apply CLIL methodology	Mixed questionnaire (Answer to question 16.3.)
		- Positive benefits due to the application of CLIL	Mixed questionnaire (Answer to question 16.4.)
Perception of English	2	- Feelings towards methodologies	Mixed questionnaire (Answer to question 6.1.)
		- Use of English	Mixed questionnaire (Answer to questions 10 and 10.1.)
		- Liking of English	Mixed questionnaire (Answer to question 11)
		- Improvement in the students' perception of English	Mixed questionnaire (Answer to question 16.2.)
		- Positive benefits due to the application of CLIL	Mixed questionnaire (Answer to question 16.4.)
Role and presence of English	3	- Insufficient time addressed to English	Mixed questionnaire (Answer to questions 12 and 12.1.)
		- Positive benefits due to the application of CLIL	Mixed questionnaire (Answer to question 16.4.)
Impact of CLIL	4	- Good opinion of CLIL	Mixed questionnaire (Answer to question 15)
		- Common subjects to apply CLIL	Mixed questionnaire (Answer to question 16)
Teacher training	5	- Specialisation in English	Mixed questionnaire (Answer to question 5)
		- Quantity of time addressed to English at university	Mixed questionnaire (Answer to question 5.1.)
		- Level of English	Mixed questionnaire (Answer to question 7)
		- Official certificates	Mixed questionnaire (Answer to questions 8 and 8.1.)
		- Conducting of specialisation courses	Mixed questionnaire (Answer to questions 9 and 9.1.)

Source: Own source

Annex 9: Transcription of the activity with P5 pupils (School 1)

ACTIVITY WITH P5 PUPILS (SCHOOL 1):

Legend:

Coral = Name of the person who is carrying out the activity, who is also developing this Final Degree Project.

S1EYP(Number)

- S1 = School 1
- EYP = Early Years Pupil
- (Number) = The number indicates which student is talking

291. Coral: Hello boys and girls! (*Waving hands*)

292. All pupils: Hello!

293. Coral: I am Coral. What's your name? (*Addressing to one of the students*). I am Coral, and you?

294. S1EYP1: S1EYP1.

295. Coral: S1EYP1! And you? (*Addressing to another student*).

296. S1EYP2: S1EYP2.

297. Coral: S1EYP2! And you? (*Addressing to another student*).

298. S1EYP3: S1EYP3.

299. Coral: S1EYP3! And you? (*Addressing to another student*).

300. S1EYP4: S1EYP4.

301. Coral: S1EYP4! And you? (*Addressing to another student*).

302. S1EYP5: S1EYP5.

303. Coral: S1EYP5! And you? (*Addressing to another student*).

304. S1EYP6: S1EYP6.

305. Coral: S1EYP6! Great! Are you ready? (*Addressing to all of the students*).

306. All pupils: Yes!

307. Coral: How are you today? Are you fine? (*Puts thumb up and makes a happy face*).

308. All pupils: Yes!

309. Coral: Great! And...Do you like English? (*Puts thumb up and smiles*). Or not? (*Puts thumb down and pretends to be sad*).

310. All pupils: Yes!

311. Coral: Ok. Look at me (*Pointing at her eyes*). Can you see this? (*Pointing at a face without a mouth on a sheet of paper*). This is a face! A face, like my face (*pointing at her face*) or your face (*pointing at the students*), a face (*points at the face on the sheet of paper*). Now, I am going to give you (*pointing at the students*) this face (*pointing at the face that is on the sheet of paper*).

(Each of the students is given a sheet of paper that contains a face without a mouth).

312. Coral: Ok. And now, do you like English? Yes? (*Puts thumb up and makes a happy face*). Or not? (*Puts thumb down and makes a sad face*).

313. All pupils: Yes!

314. Coral: Yes? Great! If you like English (*puts thumb up and makes a happy face*), draw a smile (*shows the face on a sheet of paper to the students and draws a smile on it using her finger*). And if you don't like English (*puts thumb down and makes a sad face*), draw a sad face (*shows the face on a sheet of paper to the students and draws a sad face on it using her finger*).

315. S1EYP2: Ponemos carita sonriente o carita triste.

316. Coral: Yes, exactly! A happy face (*shows the face on a sheet of paper to the students and draws a smile on it using her finger*) if you like English (*puts thumb up and makes a happy face*) or a sad face (*shows the face on a sheet of paper to the students and draws a*

sad face on it using her finger) if you don't like English (puts thumb down and makes a sad face). Ok?

317. All pupils: Yes!

318. Coral: Great! You can start.

(Pupils start doing the activity)

319. Coral: *(Addresses to S1EYP6, who is struggling with the activity).* Do you like English? *(Puts thumb up and makes a happy face),* or not? *(Puts thumb down and makes a sad face).*

320. S1EYP6: Yes.

321. Coral: Yes? Then, a happy face! *(Draws a happy face on S1EYP6's sheet of paper using her finger).*

(S1EYP6 draws the happy face).

322. Coral: Very good! *(Looking at S1EYP5).* Oh, a happy face! And you? *(Addressing to S1EYP4)* A happy face too! Fantastic!

(There is some noise coming from another group of students).

323. Coral: *(Addresses to S1EYP1).* Do you like English? *(Puts thumb up and makes a happy face).*

324. S1EYP1: Yes.

325. Coral: Then, a happy face! *(Draws a happy face on S1EYP1's sheet of paper using her finger).*

(All pupils have finished the activity).

326. Coral: Great job! *(Puts thumb up and makes a happy face).* Now, I am going to take your sheets of paper *(pointing at one of the sheets of paper).*

(Takes the sheets of paper).

327. Coral: Perfect! And now look *(points at her eyes),* because I have a surprise! *(Makes a surprise face).*

328. S1EYP3: Aaaah! *(excited).*

329. Coral: I have something here...*(Looks inside a box and takes a stuffed caterpillar)*.
Oh! What's this?

(Pupils scream excited).

330. S1EYP2: ¡Tiene zapatos! ¡Yo sé que es! Es un cienpiés.

331. Coral: *(Makes a gesture with her hand to indicate that S1EYP2 is close to the right answer)*. More or less, very good S1EYP2! It is a caterpillar! This caterpillar is called Colin!.

332. S1EYP6: Hala! *(amazed)*.

333. Coral: Hello Colin! *(Addressing to the stuffed caterpillar)*. Say hello to Colin!
(Addressing to the pupils).

334. All pupils: Hello Colin!

335. Coral: Colin is happy! *(Puts thumb up and makes a happy face)*. And look! *(Points at her eyes)*. Colin has...*(Points at Colin's feet and waits for the students to say something, but they do not say anything)* Feet! Colin has feet! Look! *(Points at her eyes)*. Colin has...
(Pointing at the stuffed caterpillar's feet and counting) One, two, three, four...

336. All pupils: *(Counting with Coral while she is pointing at the stuffed caterpillar's feet)* Five, six, seven, eight.

337. Coral: Eight! Eight feet! Wow! *(Shows the stuffed caterpillar to the pupils)*. This is Colin, and he's a caterpillar! He's my friend *(hugging Colin)*. And Colin has a story! Look! *(Looks inside the box and takes a storybook)*. Oh! A story! *(amazed)*. Let's read it!

338. S1EYP4: ¡Qué chulo!

339. S1EYP6: Es muy bonito *(pointing at Colin)*.

340. S1EYP7: Colin está ahí *(pointing at the caterpillar that appears on the storybook's cover)*.

341. Coral: *(Showing the cover to the students)* Yes, this is Colin! *(Pointing at the caterpillar that appears on the cover)*. And this is Colin! *(Pointing at the stuffed caterpillar)*. Now, Colin is here *(pointing at the stuffed caterpillar, which is on Coral's legs)*.

342. S1EYP1: ¡Lleva muchos colores!

343. Coral: Yes, a lot of colours! Do you know this colour? (*Pointing at a part of the stuffed caterpillar that is red*).

344. S1EYP1: Red!

345. Coral: Red?

346. All pupils: Red!

347. Coral: Red! And this colour? (*Pointing at a part of the stuffed caterpillar that is orange*).

348. All pupils: Orange!

349. Coral: Orange! And this colour? (*Pointing at a part of the stuffed caterpillar that is yellow*).

350. All pupils: Yellow!

351. Coral: Yellow! Very good! (*Puts thumb up*). And this colour? (*Pointing at a part of the stuffed caterpillar that is green*).

352. All pupils: Green!

353. Coral: Green! And this one? (*Pointing at a part of the stuffed caterpillar that is blue*).

354. All pupils: Blue!

355. Coral: Blue! And this one? (*Pointing at a part of the stuffed caterpillar that is purple*).

356. All pupils: Purple!

357. Coral: Oh, purple! Great! Very good! (*Puts thumb up*). And now, let's read the story!

358. S1EYP8: Yes!

359. Coral: (*Reading the story*) Colin is a beautiful caterpillar! (*Pointing at the caterpillar that appears in the story*). Look, this is Colin! And look what he says: "Look at me! I'm red, orange, yellow, green, blue and...(*waits for the students to answer*).

360. S1EYP2: Purple!

361. Coral: Purple! Very good! Colin has a lot of colours! (*Continues reading*). Oh! Here's the rain! It's raining! (*Pointing at the rain that appears on the storybook*). Oh no! (*Makes a sad face and continues reading*). Oh no, my colours! No colours! (*Shakes her head*). If there's rain (*pointing at the rain that appears in the story*), there are no colours (*pointing at the the stuff caterpillar's colours and shaking her head*).

362. S1EYP3: Oh! (*sad*).

363. Coral: Colin is sad (*Puts thumb down and makes a sad face. Continues reading*). Oh, look! A bee! Hello Colin! (*Pretending to be a bee*). And a butterfly! Hello Colin! (*Pretending to be a butterfly*). They are Colin's friends! But Colin is sad (*Puts thumb down and makes a sad face. Continues reading*). Look! My colours!

364. S1EYP7: Oh! (*sad*)

365. Coral: No colours (*shaking her head and making a sad face*). It's raining. Colin is sad (*puts thumb down and makes a sad face*). Oh, more friends! (*Continues reading*). A ladybug! Hello Colin! (*Pretending to be a butterfly*). And a snail! Hello Colin! (*Pretending to be a snail*). Say hello to Colin! (*Addressing to the pupils*).

366. All pupils: Hello!

367. Coral: Hello Colin! Great! (*Continues reading the story*). Look! My colours! It's raining! (*Makes a sad face*). No more colours for Colin!

368. S1EYP1: Se ha quedado sin colores.

369. Coral: Yes! And Colin is sad! (*Makes a sad face and continues reading*). Oh dear, the colours! I'm sad! (*Makes a sad face and addresses to the pupils*). Colin is sad! He's very, very sad! Poor Colin! (*Pretends to be crying*). Colin is really, really sad! He's not happy.

370. S1EYP2: (*Looking at the next page of the story*). ¡Ya vienen los colores!

371. Coral: Oh! But...Here's the sun! (*happy*). Look, the sun! (*Pointing at the sun that appears in the story*).

372. S1EYP3: El sol.

373. Coral: Yes! Can you see the sun? (*Addressing to all pupils while pointing at her eyes and the sun appearing in the story*).

374. S1EYP2: Yes!

375. Coral: The sun! (*Pointing at the sun appearing in the story*). No more rain! (*Shaking her head*). Colin is happy! (*Points at the caterpillar appearing in the story and puts her thumb up*). Colin is happy now because there's the sun! (*Pointing at the sun that appears in the story*). And...what's this? (*Pointing at the rainbow that appears on the following page*).

376. S1EYP1: Un arcoiris.

377. Coral: Yes! This is a rainbow!

378. S1EYP6: ¡Un arcoiris! ¡Un arcoiris!

379. S1EYP5: Té els colors que té el Colin!

380. Coral: Yes! And which are the colours? This is...(*Pointing at a part of the stuffed caterpillar that is red*).

381. All pupils: Red!

382. Coral: Red! This is...(*Pointing at a part of the stuffed caterpillar that is orange*).

383. All pupils: Orange!

384. Coral: Orange! This is...(*Pointing at a part of the stuffed caterpillar that is yellow*).

385. All pupils: Yellow!

386. Coral: Yellow! This is...(*Pointing at a part of the stuffed caterpillar that is green*).

387. All pupils: Green!

388. Coral: Green! This is...(*Pointing at a part of the stuffed caterpillar that is blue*).

389. All pupils: Blue!

390. Coral: Blue! And this is...(*Pointing at a part of the stuffed caterpillar that is purple*).

391. All pupils: Purple!

392. Coral: Purple! Oh, very good! (*Puts thumb up*). Perfect!

393. S1EYP2: Per-fect!

394. Coral: And now, Colin is happy! (*Puts thumb up and continues reading*). Here are my colours! (*Addressing to the pupils*). Colin has colours again! And his friends say: “Hurray! Hurray!” They are happy too! (*Puts thumb up*). And Colin says: “I’m red, orange, yellow, green, blue and purple! I’m happy!” He’s happy because he has colours! (*Pointing at the stuffed caterpillar’s colours*). Can you say the colours again? (*Addressing to the pupils*) Which is...this one? (*Pointing at a part of the stuffed caterpillar that is purple*).

395. All pupils: Purple!

396. Coral: Purple! Yes! And...this one? (*Pointing at a part of the stuffed caterpillar that is yellow*).

397. All pupils: Yellow!

398. Coral: Yellow! And...this one? (*Pointing at a part of the stuffed caterpillar that is red*).

399. All pupils: Red!

400. Coral: Red! And...this one? (*Pointing at a part of the stuffed caterpillar that is blue*).

401. All pupils: Blue!

402. Coral: Blue! And...this one? (*Pointing at a part of the stuffed caterpillar that is orange*).

403. All pupils: Orange!

404. Coral: Orange! And...this one? (*Pointing at a part of the stuffed caterpillar that is green*).

405. All pupils: Green!

406. Coral: Green! Great job! (*Puts thumb up*).

407. S1EYP2: ¡Bieeen!

408. Coral: And now...Look! (*Pointing at her eyes and looking inside the box. She takes out some sheets of paper in which there is a drawing of Colin, who is all coloured except for those parts that have different colours*).

409. S1EYP2: Tenemos que pintarlo.

410. S1EYP8: Los colores.

411. Coral: Yes! This is Colin! (*Showing the drawing and pointing at it*).

412. S1EYP4: Wooow!

413. S1EYP2: Coliiiiin!

414. Coral: Now, you will colour Colin! (*Moves her hand on the drawing as if she was colouring*). You can colour it as you wish (*making gestures so that pupils understand her*).

415. S1EYP6: ¿Todos los colores?

416. Coral: You can colour it as you want. (*Perceives that students are not understanding her*). Com vulgheu. You can paint Colin as you wish.

417. S1EYP6: Yo lo voy a hacer igual.

418. S1EYP2: Yo lo voy a hacer rojo.

419. S1EYP4: Yo igual.

420. S1EYP1: Yo voy a hacerlo igual que Colin.

(Coral gives a sheet of paper in which Colin appears to each of the pupils. Then, they start colouring).

421. Coral: Have you finished?

422. S1EYP3: Sí, jo ja estic!

423. S1EYP5: I les sabates?

424. Coral: Yes, you can colour them. You can paint the shoes too.

425. S1EYP5: The shoes!

426. S1EYP2: Yo necesito una goma.

427. Coral: Oh, a rubber! (*Takes a rubber and gives it to her*). This is a rubber! (*Pointing at the rubber*).

428. S1EYP1: S1EYP3, ¡mira yo qué bien!

- 429. S1EYP3:** ¡Hala! ¡Qué chulo!
- 430. S1EYP4:** Yo estoy usando el lila.
- 431. S1EYP2:** Enzo está pintando el dibujo.
- 432. S1EYP2:** ¡Yo quiero rosa!
- 433. S1EYP1:** Jo ja estic!
- 434. S1EYP6:** Ja estic!
- 435. S1EYP5:** Jo ja estic!
- 436. Coral:** Fantastic! S1EYP1, give me your drawing, please! (*Makes a gesture to indicate the pupil that he has to give his drawing to her*). Oh, very nice! (*looking at the drawing*). Which colour is this? (*Addressing to all pupils*).
- 437. All pupils:** Yellow!
- 438. Coral:** Yellow, yes! (*Takes Héctor's drawing*). What colour is this? (*Pointing at the drawing*).
- 439. All pupils:** Orange!
- 440. Coral:** Orange, yes! And this colour? (*Pointing at another colour of S1EYP3's drawing*).
- 441. All pupils:** Red!
- 442. Coral:** Red! Fantastic! And this colour? (*Pointing at another colour of S1EYP3's drawing*).
- 443. All pupils:** Blue!
- 444. Coral:** Blue! Very good!
- 445. S1EYP2:** ¡Esto es rosa! (*Pointing at a pink pencil colour*).
- 446. Coral:** Yes, this is pink!
- 447. S1EYP1:** ¡Y esto es negro! (*Pointing at a black pencil colour*).
- 448. Coral:** Yes, this is black!
- 449. S1EYP1:** Black! Black!

450. Coral: Ok, let's see...S1EYP6! Can you give me your drawing please? (*Makes a gesture to indicate the pupil that he has to give his drawing to her*). Great! Let's see what you have done! This is...? (*Pointing at one colour of S1EYP6's drawing*).

451. All pupils: Purple!

452. Coral: Purple! And this one? (*Pointing at another colour of S1EYP6's drawing*).

453. All pupils: Blue!

454. Coral: Blue! And this one? (*Pointing at another colour of S1EYP6's drawing*).

455. All pupils: Green!

456. Coral: Green! And this one? (*Pointing at another colour of S1EYP6's drawing*).

457. All pupils: Yellow!

458. Coral: And this one? (*Pointing at another colour of S1EYP6's drawing*).

459. All pupils: Orange!

460. Coral: And this one? (*Pointing at another colour of S1EYP6's drawing*).

461. All pupils: Red!

462. Coral: Well done! Great job! What a lovely caterpillar, S1EYP6! Let's see...(Looking at the pupils). S1EYP4! Can you give me your drawing, please? (*Makes a gesture to indicate the pupil that he has to give his drawing to her*). Great! Thank you! Let's see...What colours are these? (*Addressing to all pupils and pointing at all colours appearing on S1EYP4's drawing*).

463. S1EYP4: Vermell...

464. Coral: Red?

465. S1EYP4: Red, orange, yellow, green, blue, purple (*pointing at the colours while saying them*).

466. Coral: And purple! Very good! (*Addressing to S1EYP5*) S1EYP5, can you give me your drawing, please? (*Makes a gesture to indicate the pupil that he has to give his drawing to her*). Great! What colours are these? (*Addressing to all pupils and pointing at all colours appearing on S1EYP5's drawing*).

467. All pupils: Red!

468. Coral: Red! What else? (*Pointing at the drawing*).

469. S1EYP5: Orange.

470. Coral: Orange!

471. All pupils: Purple!

472. Coral: Purple!

473. All pupils: Blue!

474. Coral: Blue!

475. All pupils: Green!

476. Coral: Green!

477. S1EYP5: Yellow.

478. Coral: Yellow! Great job! And this one? (*Pointing at a different colour*) Do you know this colour? (*Waits for students to answer*). This colour is black!

479. S1EYP1: Black!

480. Coral: Black! Very good, S1EYP1! And now...(*Looks inside a box and takes a sheet of paper where a face without a mouth appears*) We have a face again! (*Shows the sheet of paper with the face to the pupils*). Another face! Did you like Colin activity? (*Puts thumb up and makes a happy face*).

481. S1EYP1: Sí!

482. Coral: And now...Do you like English now? If you like English now (*puts thumb up and makes a happy face*), draw a happy face! (*draws a smile on the face she is showing using her finger*). And if you don't like English now (*puts thumb down and makes a sad face*), draw a sad face! (*draws a sad face on the face she is showing using her finger*). Yes? Happy face (*draws a smile on the face she is showing using her finger*). No? Sad face (*draws a sad face on the face she is showing using her finger*).

(*Coral gives a sheet of paper and a pencil to each of the pupils*).

483. Coral: Oh, you all liked Colin activity! And you all like English! Colin is happy! *(makes a happy face and shows the stuffed caterpillar to the students)*. It's time to say goodbye to Colin! Bye bye, Colin! *(waves her hand)*.

484. S1EYP1: Bye, Colin!

485. S1EYP2: Adios, adios.

486. S1EYP6: Bye, bye!

487. S1EYP4: Bye, bye!

488. Coral: Bye bye, Colin! And...bye bye, boys and girls!

489. All pupils: Bye, bye!

Annex 10: Transcription of the discussion group with Grade 2 students (School 1)

DISCUSSION GROUP WITH GRADE 2 STUDENTS (SCHOOL 1):

Legend:

Coral = Name of the person who is carrying out the activity, who is also developing this Final Degree Project.

S1PES(Number)

- S1 = School 1
- PES = Primary Education Student
- (Number) = The number indicates which student is talking

1. Coral: Bon dia!

2. Tots els alumnes: Bon dia!

3. Coral: Avui farem una activitat que...a veure jo crec que us agradarà...*(se sent xivarri)*. Mireu, vosaltres ja sabeu que jo vaig a la universitat. Estic estudiant per a ser mestra, concretament mestra d'anglès.

4. Alguns alumnes: Hala!

5. Coral: Jo estic a l'últim any a la universitat i, quan acabi aquest any, ja seré mestra d'anglès. Llavors, jo ara estic fent un treball d'investigació perquè vull saber quina és l'opinió que tenen els alumnes com vosaltres sobre l'anglès. Vull saber si us agrada, si no us agrada, quines coses us agraden, quines no...I per què vull saber això? Perquè jo, quan sigui mestra d'anglès, no vull que els meus alumnes s'avorreixin. Jo vull que us ho passeu bé. Llavors, per aconseguir-ho, necessito saber quines coses no us agraden, quines sí...I com ho farem? *(els alumnes comencen a parlar entre ells)*. Us donaré un paper a cadascú amb unes preguntes. Per a aquestes preguntes, no hi ha una resposta correcta i una resposta incorrecta. Les heu de respondre segons el que vosaltres penseu.

6. S1PES1: Podem posar-ho en català?

7. Coral: Sí, sí, és en català, no us preocupeu. No m'heu donat temps a dir-vos-ho!

8. S1PES1: Uff! *(alleujada)*.

9. Coral: Ara primer us ensenyo com són les preguntes, d'acord? Perquè veieu que són preguntes molt senzilles. És simplement respondre el que vosaltres penseu. Ara encenc la pantalla digital i us projectaré les preguntes. És molt important que digueu el que vosaltres penseu perquè si, per exemple, em dieu "sí, sí, m'agrada molt tot el que fem a la classe d'anglès" i després no us agrada...doncs jo, com a mestra d'anglès, no puc canviar, i la resta de mestres d'anglès tampoc, perquè no sabrem què és el que no us agrada o què és el que no us ajuda a aprendre anglès. Llavors, vosaltres us continuareu avorrint, i jo no vull això. Jo vull que us ho passeu bé quan feu classes d'anglès i que aprengueu molt.

10. S1PES1: La veritat és que jo no l'entenc [l'anglès]. No entenc les paraules.

11. Coral: Doncs això ho pots apuntar al paper. I també us ho dic a la resta, tot el que penseu, ho podeu dir.

12. S1PES2: Hi ha algunes paraules que són molt, molt, rares, rares, rares!

13. S1PES1: I dir-les costa molt!

- 14. S1PES2:** I les lletres s'escriuen amb sons diferents!
- 15. Coral:** (*Assenyalant a les preguntes, projectades a la pantalla digital*) Us explico, la primera pregunta: T'agrada l'anglès?
- 16. Alguns alumnes:** Sí!
- 17. Coral:** Doncs poseu sí, no...Podeu també explicar una mica per què sí, per què no...El que pensi cadascú de vosaltres. (*Se sent xivarri*). Després, la segona pregunta: T'agraden les activitats que es fan a la classe d'anglès?
- 18. Alguns alumnes:** Sí!
- 19. Coral:** Doncs vosaltres penseu en les vostres classes d'anglès, a veure si us agraden les activitats que feu, si no us agraden...També pot ser que algunes us agradin i altres no.
- 20. S1PES3:** Algunes sí i algunes no.
- 21. Coral:** Doncs podeu posar això, algunes sí, algunes no, podeu explicar les que sí, les que no...
- 22. S1PES1:** Jo vull posar que algunes sí i altres no.
- 23. Coral:** Sí, sí, ho podeu posar. I després les que us agraden, podeu explicar per què us agraden. I les que no, també. Podeu dir: "doncs no perquè..."
- 24. S1PES4:** Podem fer una cara contenta o trista?
- 25. Coral:** Sí, si voleu també podeu fer algun dibuix. La següent pregunta: Creus que és útil aprendre anglès?
- 26. S1PES3:** Sí.
- 27. S1PES1:** Doncs sí.
- 28. Coral:** Doncs cadascú el que pensi: sí, no...I podeu explicar una mica per què ho penseu.
- 29. S1PES1:** Sí, perquè si anem a qualsevol ciutat del món, podem parlar amb la gent.
- 30. Coral:** Clar, si anem de viatge, és útil per parlar amb altres persones. Doncs qui pensi això, ho pot posar al full. La següent pregunta: Vols parlar anglès quan siguis gran?
- 31. Alguns alumnes:** Sí!

- 32. S1PES5:** No, perquè és molt difícil.
- 33. Coral:** Doncs les persones que diuen que no, podeu posar-ho i explicar una mica per què no. I el mateix per a les persones que pensen que sí.
- 34. S1PES1:** No, perquè sinó ningú m'entén.
- 35. S1PES2:** No, perquè és molt difícil.
- 36. Coral:** D'acord, doncs podeu posar “no, perquè és molt difícil” o “no, perquè sinó la gent no m'entendrà quan parli”, el que vosaltres penseu.
- 37. S1PES6:** Jo sí, perquè així aprenen els altres.
- 38. S1PES7:** I també perquè si anem a un altre lloc, així podrem parlar anglès, i sinó no podrem parlar amb la gent.
- 39. S1PES3:** L'anglès és un idioma que tothom del món el pot entendre.
- 40. Coral:** Molt bé, heu anat dient moltes coses. Cadascú que escrigui el que pensa. Ara, passem a la següent pregunta: Veus molt d'anglès en el teu dia a dia? Això vol dir si veieu molt d'anglès, per exemple, a les samarretes que porteu. O per exemple, si escolteu moltes cançons que us agradin que siguin en anglès. O per exemple, els jocs que jugueu o algunes pàgines d'Internet que mireu o...Per exemple, el *Tik Tok*. Si al *Tik Tok* veieu vídeos que siguin en anglès o que tinguin missatges en anglès...
- 41. S1PES3:** Jo miro vídeos en anglès!
- 42. Coral:** Doncs si veieu vídeos en anglès, ho podeu posar.
- 43. S1PES1:** Jo veig *Tik Tok*.
- 44. Coral:** Si el que mires al *Tik Tok* és en anglès, ho pots posar.
- 45. S1PES1:** Em surten persones que parlen en anglès.
- 46. Coral:** Molt bé, doncs ho pots posar. O per exemple els jocs, que molts de vosaltres jugueu al *Among Us*. Si en aquest joc us surt alguna paraula en anglès, ho podeu posar. O qualsevol altre joc en què us surtin paraules en anglès, missatges en anglès... (*Toca la pantalla per a que surti projectada la següent pregunta*). La següent pregunta: Veus molt d'anglès en el teu dia a dia dins de l'escola?
- 47. Alguns alumnes:** Noo.

48. Coral: Per respondre aquesta pregunta, penseu. Mireu dins de la vostra classe. Veieu moltes coses escrites en anglès?

49. S1PES3: No.

50. S1PES1: Allò del COVID sí (*referint-se a un cartell en què consten algunes mesures de prevenció que cal seguir com a conseqüència de la COVID-19, les quals apareixen en anglès*).

51. S1PES2: Això sí, però res més.

52. S1PES7: Sí, ja està.

53. Coral: D'acord, doncs totes aquestes coses que aneu dient les podreu escriure al full. I fora de la classe? Als passadissos de l'escola veieu molt d'anglès?

54. Alguns alumnes: Noo.

55. S1PES1: Al mural hi ha dibuixos de carnaval, però no hi ha res en anglès.

56. Coral: Veig que ho teniu molt clar. Molt bé, doncs seguim amb la següent pregunta: Com et sents quan parles anglès?

57. S1PES3: Bé.

58. Coral: Doncs aquí cadascú depèn de com se senti.

59. S1PES2: Depèn del dia.

60. Coral: Per exemple, podeu posar “em sento molt bé perquè sento que el parlo molt bé” o “em sento malament perquè em fa vergonya” o “depèn del dia”...Cadascú, que escrigui el que senti. Passem a la següent pregunta: Et fa por parlar anglès?

61. Alguns alumnes: Noo.

62. S1PES2: A mi no.

63. Coral: Molt bé, doncs cadascú que escrigui el que senti. No passa res si algú sent por, eh! El més important és que digueu com us sentiu de veritat. Per exemple, pot ser que algú tingui por a equivocar-se. O potser no, potser no us fa res equivocar-vos quan parleu en anglès. Cadascú el que senti. Molt bé, doncs passem a l'última pregunta: Creus que és important saber anglès?

64. S1PES1: Sí!

65. S1PES2: Sí!

66. S1PES5: No.

67. Coral: Doncs aquí també, que cadascú respongui el que pensi. Per exemple: “Sí, perquè...” o “no, perquè amb el català i el castellà ja puc anar a qualsevol lloc”.

68. S1PES1: Jo posaré que crec que sí.

69. Coral: Molt bé. S’entenen bé totes les preguntes?

70. Tots els alumnes: Sí!

71. Coral: Perfecte. Si teniu qualsevol dubte, em dieu. Sobretot, us ho torno a repetir: No hi ha una resposta correcta i una altra incorrecta. Cadascú ha de respondre segons el que pensi. Ara us repartiré els fulls i ja podreu començar a respondre les preguntes. Ah! I no cal que poseu el nom. El més important és el que dieu, sou totalment lliures d’escriure el que vulgueu, no és cap examen!

(Els alumnes omplen els fulls que se’ls han entregat).

72. Coral: Tothom ha acabat de respondre les preguntes?

73. Tots els alumnes: Sí!

74. Coral: Molt bé. Ara, si us sembla, podem comentar una mica entre tots què heu posat. Així, em podeu explicar una mica més el que penseu. Per exemple, de la primera pregunta: T’agrada l’anglès?, algú vol explicar alguna cosa sobre el que ha escrit?

75. S1PES3: Sí, perquè pots anar a Anglaterra i parlar amb la gent.

76. S1PES2: Sí, i pots anar a Itàlia també! O a la Xina! I pots parlar amb la gent d’allà!

77. S1PES8: A mi m’agrada molt l’anglès perquè jo des de petita...ja des dels 4 anys ja sabia parlar anglès.

78. Coral: Què interessant! Feies classes d’anglès quan eres petita?

79. S1PES8: Sí, vaig a una acadèmia d’anglès des que era petita.

80. Coral: Llavors, t’agrada l’anglès perquè des que eres petita has fet classes d’anglès, no? I, com que se’t dona bé, t’agrada. És així?

81. S1PES8: Sí!

82. Coral: Molt bé. A veure qui més...(mirant les mans que hi ha aixecades) Digues, S1PES1.

83. S1PES1: A mi no m'agrada.

84. Coral: A tu no t'agrada. D'acord. Digues, per què no t'agrada?

85. S1PES1: Perquè si parles tota l'estona en anglès després ningú t'entén i perquè...perquè tu després no puguis viatjar ara amb el COVID...

86. Coral: D'acord, a veure si ho he entès. A tu no t'agrada l'anglès perquè no entens a la gent quan parla tota l'estona en anglès, i si tu parles en anglès, la resta de gent no t'entén. És així?

87. S1PES1: Sí. Es que jo no entenc a la (Nom de la mestra d'anglès d'aquests alumnes) quan parla en anglès.

88. Coral: D'acord. A algú més li passa el mateix que diu S1PES1, que no entén a la (Nom de la mestra d'anglès d'aquests alumnes) quan parla en anglès?

89. S1PES9: Sí!

90. S1PES6: A mi també!

91. Coral: D'acord. Llavors, no entendre a la (Nom de la mestra d'anglès d'aquests alumnes) no us agrada, no?

92. Alguns alumnes: Noo.

93. Coral: Què creieu que podria fer la (Nom de la mestra d'anglès d'aquests alumnes) perquè us agradés una mica més l'anglès?

94. S1PES1: Parlar una mica en català o en castellà.

95. S1PES3: Noo

96. Coral: S1PES3, tu preferiries que parlés només en anglès?

97. S1PES3: Sí.

98. Coral: D'acord. Per què?

99. S1PES3: Perquè m'agrada entendre i així jo, com que entenc bastant, llavors puc ajudar als altres a aprendre les paraules.

100. Coral: D'acord, a veure si ho entenc. Tu dius que tu entens quan la (Nom de la mestra d'anglès d'aquests alumnes) parla en anglès i llavors, com que l'entens, pots ajudar als altres a entendre el que diu la (Nom de la mestra d'anglès d'aquests alumnes). És així?

101. S1PES3: Sí!

102. S1PES8: Jo tampoc vull canviar d'idioma a les classes d'anglès, m'agrada. Però també algunes vegades...per exemple, alguna cosa difícil no l'entenc.

103. Coral: Llavors, quan una cosa és difícil o quan hi ha alguna cosa que diu la (Nom de la mestra d'anglès d'aquests alumnes) que no enteneu, no us agrada que parli en anglès?

104. Alguns alumnes: Noo

105. Coral: Per què no podeu seguir bé la classe, no?

106. Alguns alumnes: Sí.

107. Coral: D'acord. Aprofitem que estem parlant sobre la (Nom de la mestra d'anglès d'aquests alumnes) i les classes d'anglès per passar a la següent pregunta: T'agraden les activitats que es fan a la classe d'anglès?

108. S1PES10: M'agraden les obres de teatre que fem.

109. Coral: Hi ha alguna activitat més que t'agradi?

110. S1PES10: Sí, els *mini-books*.

111. Coral: I les activitats que feu a l'*activity book*, us agraden? (*Dirigint-se a tots els alumnes*)

112. S1PES8: Més o menys.

113. S1PES1: A mi no.

114. S1PES2: A mi tampoc.

115. S1PES9: A mi no gaire. M'agraden més altres activitats.

116. Coral: Per exemple, de les activitats que t'agraden, coincideixes amb la S1PES10?
T'agraden les obres de teatre que feu?

117. S1PES9: Sí!

118. S1PES1: Sí!

119. S1PES2: A mi també!

120. S1PES11: Sí!

121. Coral: I alguna activitat que no us agradi?

122. S1PES9: A mi no m'agrada el *mini-book*.

123. S1PES8: A mi no m'agrada quan hem de fer el diccionari de l'*activity book* i tampoc m'agrada escriure en anglès.

124. Coral: Per què no t'agrada escriure en anglès?

125. S1PES8: Perquè em sembla una mica difícil.

126. Coral: Clar, l'anglès és diferent com sona de com s'escriu...I això pot ser una mica pesat.

127. S1PES1: Sí! Costa moltíssim!

128. Coral: Llavors no us agrada que us costi, no?

129. Alguns alumnes: Noo.

130. S1PES12: A mi també m'agraden les obres de teatre que fem i els *mini-books*. I de l'*activity book*, només les històries que surten.

131. Coral: Algú vol dir alguna cosa més? (*Mirant si hi ha mans aixecades*). Digues, S1PES3!

132. S1PES3: A mi m'agraden totes les activitats perquè, com que m'agrada l'anglès i el meu germà fa anglès, de vegades em surten paraules i llavors ja les entenc.

133. Coral: Llavors a tu l'únic que no t'agrada és no entendre anglès, però quan tens algun dubte o hi ha alguna paraula en anglès que no entens, t'ajuda el teu germà, no?

134. S1PES3: Sí!

- 135. Coral:** Molt bé. (*Mirant les mans que hi ha aixecades*) Dignes, S1PES1.
- 136. S1PES1:** A mi m'agrada fer les històries de l'*activity book* i les obres de teatre.
- 137. Coral:** D'acord, doncs passem a la següent pregunta: Creus que és útil aprendre anglès? A veure, què penseu d'aquesta pregunta? Creieu que l'anglès serveix per a alguna cosa?
- 138. S1PES1:** Sí!
- 139. S1PES8:** És útil, perquè quan sigui gran i surti de l'escola, podré ensenyar anglès, perquè a mi m'encanta l'anglès.
- 140. Coral:** Llavors, creus que és útil perquè com que ara ja saps una mica d'anglès, de gran et serà més fàcil ensenyar anglès, no?
- 141. S1PES8:** Sí.
- 142. Coral:** I creus que parlar anglès et servirà per a alguna cosa més?
- 143. S1PES8:** Sí, perquè quan viatjo puc parlar amb altres persones.
- 144. S1PES10:** Sí, perquè amb l'anglès, quan viatgem, podem parlar amb altres persones.
- 145. S1PES1:** Sí, pots parlar amb persones de fora d'Espanya.
- 146. S1PES4:** Crec que sí.
- 147. Coral:** D'acord. Per què creus que sí, S1PES4?
- 148. S1PES4:** Per poder viatjar.
- 149. Coral:** Algú pensa alguna cosa diferent?
- 150. S1PES8:** És molt important parlar en anglès perquè, si no el podem parlar, no ens podem entendre amb les altres persones.
- 151. S1PES1:** Quan viatgem a Anglaterra, hi ha persones que són angleses però nosaltres no les entenem.
- 152. Coral:** Llavors, S1PES1, vols dir que és útil aprendre anglès per poder parlar amb persones angleses. És així?
- 153. S1PES1:** Sí!

154. Coral: D'acord. Hi ha alguna altra cosa més que vulgueu dir? (*Veiu que ningú més vol parlar*). Doncs passem a la següent pregunta: Vols parlar anglès quan siguis gran? Expliqueu-me una mica: Voleu? No voleu?

155. S1PES8: Jo vull!

156. S1PES3: Jo vull, perquè així podré ajudar als meus fills.

157. Coral: Diques, S1PES6!

158. S1PES6: Jo vull per poder ajudar als altres.

159. Coral: D'acord, semblant al S1PES3, no? Per poder ensenyar anglès a altres persones.

160. S1PES6: Sí.

161. S1PES1: Jo no vull, perquè no viatjaré moltíssim a Anglaterra. Has de parlar anglès si vas a Lanzarote però no és obligatori, no és com a Anglaterra.

162. S1PES8: A l'institut pots triar tot el que vulguis per fer, i jo triaré anglès.

163. Coral: Llavors S1PES8, tu sí que vols parlar en anglès quan siguis gran?

164. S1PES8: Sí.

165. Coral: Algú més que, com S1PES1, no vulgui parlar anglès quan sigui gran?

166. S1PES9: Jo tampoc vull parlar anglès quan sigui gran, perquè quan parli amb nens i nenes no m'entendran.

167. S1PES11: Jo no vull perquè quan parli, la gent no m'entendrà.

168. S1PES12: Jo no vull parlar anglès, perquè si parlo en anglès, ningú m'entendrà.

169. S1PES2: Jo no vull parlar anglès excepte per a les coses més importants.

170. Coral: Llavors, quan siguis gran vols parlar anglès només quan sigui molt necessari, no? Sinó, prefereixes parlar en català o en castellà.

171. S1PES2: Sí.

172. Coral: D'acord, passem a la següent pregunta: Veus molt d'anglès en el teu dia a dia? A veure, expliqueu-me, veieu molt d'anglès?

- 173. S1PES1:** Alguns vídeos que miro a *Tik Tok* són en anglès.
- 174. S1PES9:** Jo veig anglès a algunes samarretes que tinc.
- 175. S1PES2:** Jo no gaire, quan més veig és a la classe d'anglès. Però també veig algunes samarretes en anglès.
- 176. Coral:** I algun videojoc o llibre, potser? (*Dirigint-se a tots els alumnes*).
- 177. S1PES11:** Jo només samarretes en anglès.
- 178. S1PES3:** Jo de vegades jugo a *Brawl Stars* a casa que és tot en anglès.
- 179. S1PES12:** A l'*Among Us* també surten coses en anglès.
- 180. S1PES1:** Jo tinc una dessuadora i algunes samarretes que porten algunes coses escrites en anglès.
- 181. Coral:** I abans deies també que les cançons que surten a *Tik Tok* són en anglès, no? Hi ha algú més que escolti cançons en anglès?
- 182. S1PES3:** Jo sí.
- 183. Coral:** Quan esteu al carrer, o aneu en cotxe, escolteu moltes cançons en anglès?
- 184. S1PES2:** Jo no moltes.
- 185. S1PES3:** Jo sí, jo escolto al Michael Jackson perquè m'agrada molt.
- 186. Coral:** Molt bé, doncs passem a la següent pregunta: Veus molt d'anglès en el teu dia a dia dins de l'escola?
- 187. S1PES2:** A la classe d'anglès sí, perquè la (Nom de la mestra d'anglès d'aquests alumnes) porta moltes coses escrites en anglès i les penja a la pissarra.
- 188. S1PES1:** Sí, i tenim el paper del COVID (*assenyala un paper que hi ha penjat a la classe en què apareixen mesures de prevenció del COVID escrites en anglès*).
- 189. Coral:** I quan no esteu a classe d'anglès, teniu coses d'anglès penjades per la classe?
- 190. Alguns alumnes:** Noo.
- 191. S1PES2:** No, perquè quan la (Nom de la mestra d'anglès d'aquests alumnes) acaba la classe, s'ho emporta tot.

- 192. S1PES1:** Sí, però el paper del COVID el tenim sempre penjat.
- 193. Coral:** I fora de la classe, teniu coses en anglès penjades per l'escola?
- 194. S1PES3:** Tenim coses penjades, però són en català.
- 195. S1PES11:** També hi ha dibuixos, però no hi ha res en anglès.
- 196. Coral:** D'acord, passem a la següent pregunta: Com et sents quan parles anglès? A veure, expliqueu-me una mica. Quan heu de parlar en anglès, com us sentiu? Us sentiu nerviosos, esteu contents...?
- 197. S1PES2:** Depèn del dia.
- 198. S1PES12:** Em sento bé, perquè m'agrada parlar en anglès.
- 199. S1PES7:** Jo em sento normal.
- 200. Coral:** D'acord S1PES7, et sents normal. Llavors, això vol dir que no et fa molta il·lusió parlar en anglès, però que tampoc et fa por?
- 201. S1PES7:** Sí, perquè només és un idioma, no s'ha de tenir por.
- 202. S1PES1:** Jo em sento normal també, com la S1PES7.
- 203. S1PES13:** Jo em sento bé perquè m'agrada parlar en anglès.
- 204. Coral:** Molt bé, doncs passem a la següent pregunta: Et fa por parlar anglès? Interessant. Algú té por?
- 205. S1PES13:** A mi no em fa por parlar anglès.
- 206. S1PES7:** A mi tampoc, perquè l'anglès només és un idioma i els idiomes no fan por.
- 207. Coral:** D'acord. Llavors, S1PES7, no et fa por equivocar-te quan parles en anglès, no?
- 208. S1PES7:** No, no em fa por.
- 209. S1PES1:** A mi tampoc em fa por.
- 210. Coral:** I hi ha algú que hagi escrit que li faci por parlar en anglès?
- 211. S1PES8:** No, jo no tinc por.

212. Coral: Molt bé! Doncs passem ja a l'última pregunta: Creus que és important saber anglès? A veure, què penseu?

213. S1PES8: Sí!

214. S1PES13: Sí, per viatjar.

215. S1PES1: Depèn.

216. Coral: De què depèn?

217. S1PES1: Depèn del moment.

218. Coral: Per exemple, si estàs a Espanya o Catalunya, creus que és important saber anglès?

219. S1PES1: No, però si estic a Anglaterra, penso que sí.

220. Coral: Llavors, vols dir que si estàs al teu país no és important saber anglès, però si estàs a un altre país, llavors sí que és important. És així?

221. S1PES1: Sí.

222. S1PES12: Sí que és important, perquè si no saps anglès, la gent que parla anglès no et pot entendre.

223. S1PES14: És important saber anglès perquè així, quan viatges, pots parlar amb moltes persones.

224. S1PES3: L'anglès és molt important perquè així pots parlar amb molta gent i, com que es parla a molts països, pots parlar amb gent de tot el món.

225. Coral: Algú vol dir alguna cosa diferent? Algú pensa alguna cosa molt diferent? (*Cap alumne vol dir res més*). D'acord, doncs fins aquí aquesta petita activitat, espero que l'hagueu gaudit! Moltes gràcies per dir les vostres opinions i per haver-me ajudat!

Annex 11: Transcription of the interview with an English teacher (School 1)

INTERVIEW WITH AN ENGLISH TEACHER (SCHOOL 1):

Legend:

Coral = Name of the person who is carrying out the activity, who is also developing this Final Degree Project.

S1ET

- S1 = School 1
- ET = English Teacher

226. Coral: Bon dia S1ET. Primer de tot, moltes gràcies per permetre'm entrevistar-te i per col·laborar en el meu Treball Final de Grau. Abans de començar l'entrevista, procediré a informar-te sobre els objectius que pretenc assolir amb la realització del meu Treball Final de Grau. En primer lloc, el meu objectiu general és entendre les conseqüències de la percepció de l'anglès en els processos d'ensenyament i aprenentatge per part dels alumnes i mestres d'anglès pertanyents a Educació Infantil i Educació Primària. Els meus objectius específics són els següents: conèixer si la metodologia utilitzada pels mestres d'anglès afecta o no a la percepció de l'anglès, conèixer la percepció de l'anglès que tenen els mestres i els estudiants pertanyents a l'Educació Infantil i l'Educació Primària, analitzar el rol i la presència de l'anglès a l'escola, analitzar si la implementació de la metodologia CLIL té un impacte positiu en la percepció de l'anglès de l'alumnat i determinar en quin grau les percepcions cap a la llengua anglesa dels mestres es veuen afectades o influenciades pel seu nivell d'especialització en l'àrea temàtica. Pel que fa als aspectes ètics, el respecte per la confidencialitat de les dades es tindrà en compte, i la teva veu serà gravada. A més, tant les dades obtingudes com la veu gravada només s'utilitzaran per a la realització d'aquest Treball Final de Grau.

Ara ja podem començar l'entrevista. Abans que la pandèmia per COVID-19 comencés, tu eres la mestra d'anglès a P4 i P5 d'Educació Infantil i també a 1r i 2n d'Educació Primària, però ara només ensenyes anglès a 1r i 2n curs d'Educació Primària. És així?

227. S1ET: Sí, és correcte.

228. Coral: En primer lloc, quant de temps fa que treballes com a mestra d'anglès a l'Escola 1?

229. S1ET: 15 anys.

230. Coral: I quant de temps fa que treballes com a mestra d'anglès, en general?

231. SIET: Doncs uns 17 o 18 anys només perquè, primer de tot, soc mestra de català, no mestra d'anglès. I llavors, quan vaig arribar a l'Escola 1, vaig arribar com a especialista d'anglès i vaig començar a exercir com a mestra d'anglès, però abans vaig ser tutora de 2n de Primària.

232. Coral: Llavors quan vas arribar a l'Escola 1, en un primer moment no eres la mestra d'anglès, sinó que eres una mestra tutora?

233. SIET: No, no. El primer any vaig ser mestra d'anglès a 1r i 2n de Primària i també vaig exercir com a mestra de suport. El segon any vaig exercir com a tutora, però des de llavors fins ara he estat mestra d'anglès.

234. Coral: Per arribar a ser mestra d'anglès, vas estudiar primer la carrera de Magisteri a la universitat i llavors vas fer l'especialització d'anglès a la universitat també?

235. SIET: No. Quan jo vaig estudiar, una de les branques que hi havia era la de Llengües. Si la feies, et converties en especialista de llengua, i dins d'aquesta branca s'inclouïa l'anglès. A mi sempre m'ha agradat molt més el català que l'anglès, perquè és la meua llengua i clar, jo al principi era mestra de català o mestra generalista. A la primera escola on vaig treballar, però, ja vaig començar a fer algun curs d'anglès, però molt pocs. Més tard, quan vaig arribar a l'Escola 1, em van donar la plaça d'especialista d'anglès, perquè vaig concursar per a anglès, i ja vaig convertir-me en mestra d'anglès d'aquesta escola. Però clar, jo de fet no em volia dedicar a ser mestra d'anglès, era perquè...perquè clar jo tenia l'especialitat de llengües. Quan jo vaig estudiar, les especialitats que hi havia eren la de Llengües, la de Ciències o la de Ciències Socials.

236. Coral: Les especialitats no estaven tan diversificades com actualment, llavors?

237. SIET: Exactament. Si eres especialista de Ciències, ensenyaves les assignatures relacionades amb les ciències i les matemàtiques; si eres especialista de Ciències Socials, imparties les assignatures relacionades amb la història. No sé si en aquella època hi havia especialitat de Música i...Educació Física potser sí. Llavors, jo vaig fer l'especialitat de Llengües perquè m'agradava la llengua...i l'anglès clar, jo he fet francès al Batxillerat i a l'EGB, i l'anglès el feia a part. I clar, en aquest temps m'he hagut d'anar reciclant amb l'anglès.

238. Coral: I a la universitat feies francès també? O anglès?

239. SIET: No, no, a la universitat ja feia anglès.

240. Coral: A la universitat teníeu alguna assignatura en concret relacionada amb l'aprenentatge de l'anglès o relacionada amb la didàctica de l'anglès?

241. S1ET: Teníem una assignatura de llengua anglesa i una assignatura de didàctica de l'anglès, però jo crec recordar que només teníem aquestes dues. I això ja era a 3r de carrera, no abans.

242. Coral: I només va tenir aquestes assignatures en aquell curs de 3r?

243. S1ET: Jo crec recordar que sí. Com que a 3r ja començàvem l'especialitat, doncs ja fèiem aquestes dues assignatures. De totes maneres, jo no recordo haver fet molt d'anglès a la universitat. Sí que recordo fer dibuixets, jocs de cartes...Sí que fèiem didàctica de l'anglès, no? De com explicar qualsevol tema, i també fèiem dibuixos i jocs de cartes i coses d'aquest estil per jugar amb els nens. Així que sí, sí que fèiem didàctica de la llengua anglesa, però no molt.

244. Coral: Abans, la carrera de Magisteri era només de 3 anys, no?

245. S1ET: Eren 3 anys, sí.

246. Coral: I quant a l'assignatura de Didàctica de la llengua anglesa, consideres que estava ben planificada a nivell de quantitat d'hores que va fer, el nombre de vegades que fèieu aquesta assignatura al llarg de la carrera, si teníeu o no algun professor nadiu...?

247. S1ET: Teníem una noia anglesa amb què fèiem conversa només.

248. Coral: Aquesta era una part de què constava l'assignatura de Didàctica de la llengua anglesa?

249. S1ET: No, era apart. Jo el que vaig estudiar a la carrera era molt poca cosa, només dedicàvem un parell d'hores a l'anglès, i només durant 3r. Jo tot el que he après com a mestra d'anglès ho he après a partir dels cursos que he anat fent. Abans, la Generalitat organitzava molts cursos, i jo els feia quan sortia de treballar de l'escola o durant l'estiu. Durant molts estius he estat fent cursos que han durat una setmana o 15 dies. Fins i tot un any vaig poder anar a Anglaterra durant 15 dies. En aquests cursos t'ensenyaven el que és la llengua. Jo l'anglès el tenia molt oblidat. Primer, jo vaig començar a estudiar l'anglès quan ja estava a la universitat, que no és com quan comences de petit. Després, jo vaig estar 18 anys treballant amb el català i altres coses i clar, vaig arribar a l'Escola 1 amb l'anglès i em vaig haver de posar al dia. Tot i així, encara no domino molt l'anglès. Sí que

és veritat que als nivells on jo ensenyo anglès no tinc cap problema amb l'anglès, però jo no tinc la fluïdesa que tenen altres mestres d'anglès. És molt important saber bé la llengua i donar models als alumnes quan posem els àudios, però també són molt importants les activitats que es fan, no n'hi ha prou amb saber molt bé la llengua, crec jo. Jo penso que amb els nens petits has de fer que estiguin motivats, perquè és la manera en què s'aprèn una llengua. Jo veig aquí a molts nens que són castellanoparlants que no han après el català, i mira que tenen immersió. I et preguntes: com és que no el parlen? I clar, nosaltres ho tenim molt malament perquè no sentim anglès enlloc i els nens tampoc. I ara encara, perquè tenim les plataformes digitals i podem mirar les sèries i les pel·lícules en anglès, però abans només podíem anar al cinema a veure pel·lícules en versió original de tant en tant. I clar, una mica també és la voluntat, la motivació. Per això penso que és important per als nens que tinguin ganes d'aprendre i de parlar bé.

250. Coral: Llavors, consideres que la formació d'anglès que vas rebre a la universitat, com a mestra d'anglès que ets ara, no va ser suficient?

251. S1ET: No, no va ser suficient. Però, és clar, d'això fa aproximadament 40 anys.

252. Coral: I pel que fa a l'assignatura de Didàctica de la llengua anglesa, us impartien aquesta assignatura en anglès? O era en català?

253. S1ET: Era en anglès, però fèiem moltes coses en català, no era tot en anglès.

254. Coral: I la metodologia utilitzada, era molt tradicional?

255. S1ET: L'assignatura de llengua anglesa sí. La llengua era la gramàtica, bàsicament. I per a la conversa venia una persona que ens feia conversa, però a mi l'anglès me'l van ensenyar a partir de la gramàtica, no s'utilitzaven *listenings*, *readings* ni *speaking*s. Era només gramàtica, gramàtica i gramàtica. I clar, si et feien parlar, et quedaves com una mica...perquè clar, no ho havíem practicat.

256. Coral: I aquesta manera d'ensenyar, et divertia? O més aviat t'avorria?

257. S1ET: No, no em divertia, però tampoc m'avorria. Era com una assignatura més. En aquella època començava a haver algú que era més innovador i ens ho passàvem més bé, però en general totes les assignatures s'impartien de manera molt tradicional. Sí que és veritat que a l'assignatura de Didàctica de la llengua anglesa recordo haver fet dibuixos i creàvem jocs de cartes...llavors vaig entendre que amb els nens s'havia de treballar així, que amb ells no podies fer només gramàtica de manera tradicional. Però clar, això és des

de fa pocs anys, abans no es donava tanta importància al *listening* o a l'*speaking*. Això del canvi de metodologia és el que jo he anat aprenent amb els cursos que he anat fent, i també treballant he après molt.

258. Coral: Actualment, segueixes fent cursos d'especialització?

259. S1ET: Ara no perquè la Generalitat ja no en fa, i ara últimament no n'he fet, però fins fa poc sí que n'he fet, perquè a mi sempre m'ha agradat estar actualitzada. De vegades he fet cursos relacionats amb com explicar històries a la gent jove, i en aquests cursos et donaven idees. També vaig fer un que va durar tot un any escolar en què feia una mica de didàctica i una mica de llengua. Aquest curs estava molt bé i vaig aprendre molt.

260. Coral: Quan es va començar a ensenyar anglès com a llengua estrangera a l'Escola 1?

261. S1ET: Això venia per llei, i al principi, quan l'Escola 1 va obrir al 1988, es feia anglès a partir del que avui s'anomena 3r de Primària. Per tant, només es feia anglès de 3r de Primària en endavant. Quan jo vaig arribar a l'Escola 1 a l'any 2003, vaig fer anglès a 1r i a 2n, però feia només 3 anys que es feia a 1r i a 2n, perquè l'obligatorietat era a partir de 3r. Per tant, a l'Escola 1, a partir del 2000 és quan es va començar a ensenyar anglès a tota l'Educació Primària, i no només a partir de 3r. Llavors, la directora em va proposar ensenyar anglès a P4 i P5, i vam introduir l'anglès amb els petits al 2004.

262. Coral: Segons la teva experiència, com s'aprèn millor la llengua anglesa?

263. S1ET: Jo crec que com més aviat millor. Quan els ensenyem als nens petits, ells s'obliden. Per exemple, si els ensenyem els animals a P4, quan estan a P5 gairebé no se'n recorden, i els tornes a fer a cursos posteriors. Però jo noto que, de quan fèiem anglès a 1r i 2n de Primària, a ara, que ja han fet anglès a P4 i P5, és molt diferent. Ara pots tirar d'ells més fàcilment i, fins i tot, pots parlar més en anglès amb ells que abans, i veus que ells et van entenent. També cal tenir en compte que clar, fem molt poc anglès, fem una sessió d'anglès a la setmana amb els petits. Però ells, quan arriben a 1r, l'anglès ja no és una cosa desconeguda per a ells. A més, com que a P4 i a P5 s'ho passen molt bé fent anglès i els agrada molt, arriben a 1r i senten que ja saben moltes coses, com per exemple els colors, els números, algunes estructures...Quan ensenyava anglès a P5, fèiem els hàbits en anglès un cop a la setmana, i era com posar la llengua en context, amb una funcionalitat clara. D'aquesta manera, l'anglès es va introduint i ells aprenen anglès gairebé sense

adonar-se. Així, des de petits ja veuen que l'anglès és una cosa que els agrada i, com que comencen treballant així des de petits, quan arriben a 1r, segueixen sentint-se motivats.

264. Coral: Consideres que l'anglès es treballa el suficient a l'Escola 1?

265. S1ET: Nosaltres aquí tenim bon nivell d'anglès, perquè es va apostar per l'anglès. Llavors, nosaltres partim els grups en dos per ensenyar anglès. Fem sempre una sessió amb el grup sencer, i una altra en què dividim el grup en dos. Això de dividir el grup va molt bé per poder dedicar més temps als alumnes, sobretot quan fem *speaking*. Aquest és un aspecte clau en comparació a altres escoles, perquè en altres escoles sempre fan anglès amb el grup sencer. A més, abans que arribés la COVID-19, nosaltres a 1r i 2n fèiem una sessió de jocs cada 15 dies. Aquesta sessió era extra i es feia amb mig grup només. Com que es feien a nivell oral, podies practicar molt l'oralitat. Llavors, amb els de 5è i 6è, fan intercanvis amb alumnes d'altres escoles del món en anglès i això està fora del programa. Però clar, tot plegat són molt poques hores. Si aquí féssim coses amb CLIL, seria molt millor perquè els alumnes tindrien més contacte amb l'anglès.

266. Coral: Quant de temps es dedica a treballar l'anglès a l'Escola 1?

267. S1ET: A 1r i 2n de Primària fem dues sessions setmanals. En una d'elles dividim el grup en dos; i en l'altra treballem amb el grup sencer. Considero que és poc temps. De 3r a 6è, fan tres hores setmanals, la qual cosa també em sembla poc. Això és per llei. Nosaltres hem intentat sempre fer més coses, sempre que ens ha estat possible.

268. Coral: La sessió de jocs que em comentaves anteriorment que fèieu abans que arribés la COVID-19, era una sessió extra?

269. S1ET: Sí, era una sessió extra, però era només 1 hora cada 15 dies. Sempre hi ha hagut la voluntat aquí, a l'Escola 1, de potenciar l'anglès. I és clar, això després es nota en el nivell d'anglès dels alumnes, així com el fet de dividir-los en dos grups més reduïts.

270. Coral: Consideres que el nivell d'anglès que presenten els alumnes, a nivell general, es correspon amb el temps dedicat a treballar l'anglès a l'escola?

271. S1ET: Sí. Hi ha alguns alumnes que tenen un nivell més alt perquè fan anglès fora de l'escola, però el que saben d'anglès els alumnes, en general, és pel que treballen a les hores d'anglès a l'escola.

272. Coral: Quina metodologia s'utilitza a l'Escola 1 a l'hora d'ensenyar anglès?

273. SIET: Nosaltres ens basem en un llibre d'Oxford. A mi m'agrada molt, perquè parteix d'històries. Tu com a mestra plantejges un vocabulari i després aquest vocabulari està dins de les històries, i a partir d'aquestes històries pots treballar molts altres aspectes, com ara estructures. En aquest llibre hi ha també un contacte amb el CLIL, tot i que no és CLIL com a tal. És una secció que li diuen *cross-curricular* perquè apareixen coses de música, de ciències...i ho connecten tot amb l'anglès. Aquests llibres d'Oxford són molt bàsics, a mi m'agraden perquè em permeten fer moltes coses, a banda de treballar amb el llibre. La metodologia és sempre força activa, sempre intentem fer activitats dinàmiques: representem les històries del llibre, o representem cançons, o fem jocs. Sempre intentem que els alumnes participin, que es belluguin. Intentem fer-ho també molt vivencial, sobretot quan treballem vocabulari. Per exemple, si estem treballant el menjar, porto diferents tipus de menjar de plàstic. Quan fan alguna representació, els donem disfresses i màscares perquè ells així estan més motivats, tot i que ara no ho podem fer tant com abans de la COVID-19. Això sempre ho hem fet des de P4, perquè ells gaudeixen fent-ho. Es tracta d'una metodologia que implica molta oralitat, especialment quan es fa servir a Infantil. A partir de 3r, en canvi, ja fan més *readings*. De fet, una de les 3 hores de lectura que tenen a partir de 3r es fa en anglès, de manera que treballen una mica més l'anglès, a banda de les sessions que tenen per treballar l'anglès pròpiament.

274. Coral: Què en saps de la metodologia CLIL?

275. SIET: Nosaltres sabem el que és i ho vam intentar aplicar, el que passa és que no volíem fer-ho ni a Plàstica ni a Educació Física, volíem fer-ho a l'assignatura de Medi. Però, és clar, és un problema, perquè això ho haurien de fer els tutors i els tutors no saben suficient anglès. Bé, potser els tutors d'ara sí que saben més anglès, però fins i tot la gent que ha estudiat molt anglès no es veuen gaire amb cor per fer-ho. Llavors, vam intentar pensar com ho podríem fer per tal de fer una unitat didàctica en anglès i que la mestra de Medi fes una altra cosa...i això alguna vegada s'ha fet. La mestra d'anglès de cicle superior ho ha fet alguna vegada. Per tant, s'ha intentat, però no sabem com organitzar-ho, perquè les mestres d'anglès no podem fer anglès i aplicar CLIL a la vegada. Llavors, vam pensar de fer només una unitat didàctica en anglès, no tota l'assignatura de Medi. Sé que hi ha altres escoles que apliquen el CLIL a la Plàstica, a l'Educació Física...però nosaltres ho vam pensar així. Però, és clar, això ho ha de fer el mestre de Medi, perquè això si no ho fa en anglès el mestre de l'assignatura, tu no pots anar a fer-ho. Al final no

hem continuat perquè no sabem com fer-ho, principalment per tema d'organització i perquè no hi ha gaire mestres que sàpiguen suficient anglès.

276. Coral: Pel que fa a l'intent de CLIL que comentaves amb la unitat didàctica de Medi en anglès, va funcionar bé amb els alumnes?

277. S1ET: Sí, va anar bé. Però ja et dic, no vam continuar perquè pocs mestres tenen suficient nivell d'anglès i porta molta feina a nivell d'organització.

278. Coral: A partir de l'experiència viscuda, creus que és positiu utilitzar l'anglès per a ensenyar altres assignatures que no siguin la d'Anglès? Funciona?

279. S1ET: Nosaltres ho vam intentar, però no va acabar de funcionar per les condicions que teníem: no sabíem com organitzar-ho i molt pocs mestres tenien bon domini de l'anglès. Jo crec que més endavant, si van arribant mestres amb una millor preparació d'anglès, es podrà tornar a intentar. Els mestres d'anglès que sortiu ara de la universitat feu més assignatures en anglès i esteu més preparats. Aquí, a l'Escola 1, fem poques hores en anglès. I a la tarda, quan els nens surten de l'escola, jo no crec que mirin la tele en anglès. Llavors, és clar, es dedica poc temps a l'anglès, i només el temps dedicat a l'anglès per part de l'escola no és suficient. Com més fem a l'escola, millor. Per tant, sí que recolzo el CLIL.

280. Coral: Et veuries amb cor de fer alguna assignatura en anglès que no fos la d'Anglès?

281. S1ET: Mmm...Home, sí...Me l'hauria de preparar molt, però sí. Sí, suposo que sí.

282. Coral: Sabies que, segons UNIR Educación, Espanya és reconeguda com un país on la població no té un gran domini de l'anglès?

283. S1ET: No ho sabia per UNIR Educación, però sí que ho sabia, perquè la gent...no sé. Jo crec que la gent no hi posa gaire ganes, pensen que com que ja parlen espanyol, que és una llegua que parlen 300.000.000 de persones, ja no cal aprendre anglès. És una qüestió de voluntat, però també és una qüestió...és clar, tu vas per exemple a Holanda o aquests països que tothom sap anglès i, és clar, ells no subtitulen les pel·lícules, per exemple. Tenen molts més *inputs* d'anglès en aquests països. França i Itàlia potser no tant, però tu vas pel nord i tothom sap anglès, i en saben molt. Jo crec que aquest és el motiu, perquè a altres països no doblen les pel·lícules, i gràcies a tots aquests *inputs* al final acaben aprenent anglès. Aquí a Espanya no passa això i sí, jo crec que tenim un

nivell molt baix. A més, si fem poques hores d'anglès a les escoles, l'anglès s'oblida molt fàcilment. Llavors, la gent s'hi ha de tornar a posar un altre cop i no li surt. És una cosa que s'hauria de treballar cada dia perquè, si no, es perd.

284. Coral: Sabies que, segons Europa Press, Espanya va obtenir la posició número 34 de 100 països que van participar al EF EPI 2020, que és el rànking de nivell d'anglès més gran del món?

285. S1ET: No ho sabia, no. No coneixia aquest rànking. Però no em sorprèn aquest resultat.

286. Coral: Sabies que aquests resultats van mostrar que Espanya encara té el mateix nivell de domini d'anglès que fa una dècada?

287. S1ET: De veritat? Ostres. Doncs sí que pot ser, sí. Però sí que és veritat que veig que actualment la gent més jove va més preparada amb l'anglès, perquè veuen més sèries en versió original i viatgen més. Penso que cal potenciar tot això per tal de poder millorar aquests resultats en els propers deu anys.

288. Coral: Finalment, sabies que aquests resultats van mostrar que Espanya és un dels països de la Unió Europea que ocupa les últimes posicions d'aquest rànking, segons Europa Press?

289. S1ET: Ostres, doncs sí que estem malament! No ho sabia. Jo crec que potser altres països com França o Itàlia tenen un nivell semblant al nostre. Però, és clar, a tots els altres països de la Unió Europea tu vas i la gent t'entén quan parles en anglès, i tenen un bon nivell d'anglès, sobretot als països del nord. A Alemanya abans potser no tant, fa uns 10 o 15 anys, però ara hi vas i també t'entén tothom. Està clar que Espanya ha de millorar. De vegades veiem polítics que fan pena quan parlen en anglès. N'hi ha que sí que el saben, però moltes vegades és vergonyós...M'he quedat sorpresa, perquè jo pensava que sí que ja havíem començat a millorar. Però és clar, si hi ha gent que ja els costa parlar el català i conviuen amb ell, doncs imagina't l'anglès, que no té una presència tan gran. Els *inputs* són molt importants, però també és important fer l'esforç de parlar anglès, perquè és així com s'aprèn.

290. Coral: Doncs fins aquí l'entrevista. Moltes gràcies per haver-me atès!

Annex 12: Transcription of the activity with P5 pupils (School 2)

ACTIVITY WITH P5 PUPILS (SCHOOL 2):

Legend:

Coral = Name of the person who is carrying out the activity, who is also developing this Final Degree Project.

S2EYP(Number)

- S2 = School 2
- EYP = Early Years Pupil
- (Number) = The number indicates which student is talking

743. Coral: Good morning, boys and girls! How are you today? Are you fine? (*Puts thumb up and makes a happy face*) or not? (*Puts thumb down and makes a sad face*).

744. All pupils: Yes!

745. Coral: Perfect! Do you like English? (*Puts thumb up and makes a happy face*) Or not? (*Puts thumb down and makes a sad face*).

746. All pupils: Yes!

747. Coral: Ok. If you like English (*puts thumb up and makes a happy face*), make a happy face (*pointing at a face without a mouth on a sheet of paper*) with your pencil (*shows a pencil and draws a smile using her finger*). If you don't like English (*shaking her head and making a sad face*), make a sad face (*draws a sad face using her finger*). Now, I am going to give you (*pointing at the students*) this face (*pointing at the face that is on the sheet of paper*). You make it happy (*puts thumb up and a happy face*) or sad (*puts thumb down and a sad face*).

748. Some students: Happy!

749. S2EYP1: Le falta la boca.

750. S2EYP2: La tenemos que hacer nosotros.

751. S2EYP1: Ya lo sé.

(Each of the pupils is given a sheet of paper that contains a face without a mouth. They carry out the activity).

752. S2EYP3: Happy! Happy! Happy!

753. Some pupils: Happy! Happy! Happy!

754. Coral: *(Sees that everybody has finished).* You all have finished! Great job! *(Puts thumb up and makes a happy face).* Now, I am going to pick up your sheets of paper *(makes a gesture to indicate the action).*

(Coral picks up each of the pupils' sheet of paper).

755. Coral: And now...Look! *(pointing at her eyes).* I have a surprise!

756. Some pupils: Aaaaah! *(excited).*

757. Coral: *(Looks inside a box and takes a stuffed caterpillar).* Who is this? *(Pointing at the stuffed caterpillar and looking at the pupils).*

758. Some pupils: Hala! *(excited).*

759. Coral: This is Colin, the caterpillar! Say "hello" to Colin! *(Addressing to the pupils).*
Hello, Colin!

760. All pupils: Hello, Colin!

761. Coral: Now, you all know Colin! *(Pointing at the stuffed caterpillar).* But...there is another surprise! *(Looks inside the box).*

762. S2EYP4: Hala!

763. Coral: *(Takes a storybook from the box).* What is this? *(Pointing at the storybook).*

764. S2EYP1: ¡Un libro!

765. S2EYP2: ¡Tiene propio libro!

766. Coral: Yes, it's Colin's story! Look at Colin! *(Pointing at the cover of the storybook)* Colin is happy! *(Puts thumb up and makes a happy face).* And look! *(Points at her eyes).* Colin has...*(Points at Colin's feet and waits for the students to say something, but they do not say anything)* Feet! Colin has feet! Look! *(Points at her eyes).* Colin has... *(Pointing at the stuffed caterpillar's feet and counting)* One, two, three, four...

767. All pupils: *(Counting with Coral while she is pointing at the stuffed caterpillar's feet)* Five, six, seven, eight.

768. Coral: Eight! Eight feet! Wow! *(Shows the stuffed caterpillar to the pupils)*. This is Colin, and he's a caterpillar! He's my friend *(hugging Colin)*. Let's read Colin's story!

769. Some pupils: ¡Bieeeen!

770. Coral: *(Reading the storybook)* Colin is a beautiful caterpillar!

771. S2EYP2A caterpillar!

772. Coral: Yes, a caterpillar! Colin says: Look at me! I'm red, orange, yellow, green, blue and purple! *(Addressing to the students)* Do you know the colours?

773. All pupils: Yes!

774. Coral: Which colour is this? *(Pointing at red colour)*.

775. All pupils: Red!

776. Coral: And this colour? *(Pointing at orange colour)*.

777. All pupils: Orange!

778. Coral: And this colour? *(Pointing at yellow colour)*.

779. All pupils: Yellow!

780. Coral: And this colour? *(Pointing at green colour)*.

781. All pupils: Green!

782. Coral: And this colour? *(Pointing at blue colour)*.

783. All pupils: Blue!

784. Coral: And this colour? *(Pointing at purple colour)*.

785. All pupils: Purple!

786. Coral: You know the colours very well! *(Continues reading the story)* But...here's the rain! It's raining! *(Makes a sad face)*. Oh no, my colours! Look at Colin, Colin is sad! *(Makes a sad face)*

787. S2EYP5: ¿Por qué Colin está *sad*?

788. Coral: Colin is sad because it's raining!

789. S2EYP2: ¡Porque está lloviendo!

790. S2EYP4: Se está mojando sus colores.

791. Coral: Yes, it's raining! And Colin is sad, very sad! (*Pretends to be crying*).

792. S2EYP6: ¡Pobrecito!

793. Coral: (*Continues reading the story*). Look! There's a butterfly! And a bee! (*Points at the animals*). They say: "Hello Colin!" And...There's a ladybug! And a snail! (*Points at the animals*). They say: "Hello Colin!"

794. S2EYP3: Hello Colin!

795. Coral: (*Continues reading the story*) But Colin is sad! (*Makes a sad face*) And Colin says: "Look! My colours!" No colours...Colin is sad (*Makes a sad face*).

796. S2EYP6: ¡Los colores se están poniendo flojos!

797. Coral: (*Continues reading the story*). Look! The butterfly and the bee! They say: "Oh dear" And Colin says: "I'm sad!" Colin is sad! (*Pretends to be sad*).

798. S2EYP7: ¡Está triste!

799. S2EYP8: Está triste porque sus colores se están yendo.

800. Coral: Yes! Poor Colin! Colin is sad (*Pretends to be sad*). But...Here's the sun! (*Happy*). The sun! (*Pointing at the sun*)

801. S2EYP9: ¡Ha salido el sol!

802. Coral: Yes, the sun! And Colin is happy! (*Pretends to be happy*). Look at Colin! (*Addressing to the students*). Colin is happy!

803. S2EYP9: Ahora viene el sol y ya tiene los colores.

804. S2EYP10: Están apareciendo los colores.

805. Coral: Yes! Here's the sun! And...Colin is happy! (*Pretends to be happy*). And...Look at the rainbow! (*Pointing at the rainbow*). Here are the colours! There is the sun (*pointing at the sun*) and the rainbow! (*pointing at the rainbow*). Look at the rainbow!

806. S2EYP4: ¡Está en la nube!

807. Coral: Yes, the rainbow is on the cloud! (*Pointing at the rainbow and the cloud*).
Colin is very happy! (*Pretends to be happy*).

808. S2EYP8: ¡Ya tiene los colores!

809. Coral: Yes, Colin has his colours. He is happy! (*Pretends to be happy*). And he says:
“Here are my colours!”

810. S2EYP11: ¡Como si fueran sus hijos!

811. Coral: (*Continues reading the story*). And Colin’s friends say: “Hurray, hurray!”
They are happy! (*Pretends to be happy*). Look at Colin! (*Pointing at her eyes and at Colin*). He’s happy now! (*Pretends to be happy*). And...Look at his colours! Which colour is this? (*Pointing at orange colour*).

812. All pupils: Orange!

813. Coral: And this colour? (*Pointing at green colour*).

814. All pupils: Green!

815. Coral: And this colour? (*Pointing at purple colour*).

816. All pupils: Purple!

817. Coral: And this colour? (*Pointing at red colour*).

818. All pupils: Red!

819. Coral: And this colour? (*Pointing at yellow colour*).

820. All pupils: Yellow!

821. Coral: And this colour? (*Pointing at blue colour*).

822. All pupils: Blue!

823. Coral: Fantastic! Great job! (*Puts thumb up*). These are Colin’s colours!

(*Some pupils start to clap*).

824. Coral: And now...Do you want to colour Colin?

825. All pupils: Yees!

826. Coral: Yes? Great!

827. S2EYP8: ¿Vamos a pintar a Colin? (*excited*).

828. Coral: Yes! We're going to colour Colin! And you can colour it as you wish (*makes gestures so that pupils understand her*).

829. Some students: ¡Bieeen!

(*Coral gives a sheet of paper in which Colin appears to each of the pupils. Then, the pupils do the activity*).

830. Coral: Have you finished?

831. All pupils: Yees!

832. Coral: Great! S2EYP2, give me your drawing, please! (*Makes a gesture to indicate the pupil that he has to give his drawing to her*). Which colour is this? (*Addressing to all pupils*).

833. All pupils: Red!

834. Coral: Red! And this one? (*Pointing at orange colour*).

835. All pupils: Orange!

836. Coral: And this one? (*Pointing at yellow colour*).

837. All pupils: Yellow!

838. Coral: And this one? (*Pointing at blue colour*).

839. All pupils: Blue!

840. Coral: Fantastic! S2EYP1, give me your drawing, please! (*Makes a gesture to indicate the pupil that he has to give his drawing to her*). Which colour is this? (*Addressing to all pupils*).

841. S2EYP4: ¡Azul!

842. Coral: Blue!

843. All pupils: Blue!

844. Coral: And...this one? (*Pointing at black colour*).

845. S2EYP1: ¡Negro!

846. Coral: Do you know the name of this colour? (*Addressing to all students. Waits for the students, but they do not answer*). Black!

847. S2EYP1: Black! Black!

848. All pupils: Black!

849. Coral: Great job! And... S2EYP3, give me your drawing, please! (*Makes a gesture to indicate the pupil that he has to give his drawing to her*). Which colour is this? (*Addressing to all pupils*).

850. All pupils: Pink!

851. Coral: Oh, you know pink colour! Well done! Did you like Colin activity?

852. All pupils: Yees!

853. Coral: And now...(*Looks inside a box a takes a sheet of paper where a face without a mouth appears*) We have a face again! (*Shows the sheet of paper with the face to the pupils*). Another face! Do you like English now? (*Puts thumb up and makes a happy face*).

854. All pupils: Yes!

855. Coral: If you like English now (*puts thumb up and makes a happy face*), draw a happy face! (*Draws a smile on the face she is showing using her finger*). And if you don't like English now (*puts thumb down and makes a sad face*), draw a sad face! (*Draws a sad face on the face she is showing using her finger*). Yes? Happy face (*draws a smile on the face she is showing using her finger*). No? Sad face (*draws a sad face on the face she is showing using her finger*).

(*Coral gives a sheet of paper and a pencil to each of the pupils*).

856. Coral: Oh, you all liked Colin activity! And you all like English! Colin is happy! (*Makes a happy face and shows the stuffed caterpillar to the students*). It's time to say goodbye to Colin! Bye bye, Colin! (*Waves her hand*).

857. All pupils: Bye bye, Colin!

858. Coral: Bye bye, Colin! And...bye bye, boys and girls!

859. All pupils: Bye, bye!

Annex 13: Transcription of the discussion group with Grade 2 students (School 2)

DISCUSSION GROUP WITH GRADE 2 STUDENTS (School 2):

Legend:

Coral = Name of the person who is carrying out the activity, who is also developing this Final Degree Project.

S2PES(Number)

- S2 = School 2
- PES = Primary Education Student
- (Number) = The number indicates which student is talking

490. Coral: Bona tarda a tothom!

491. Tots els alumnes: Bona tarda!

492. Coral: Jo em dic Coral i ara mateix estic a la universitat, estic estudiant l'últim any per a convertir-me en mestra, concretament en mestra d'anglès. Avui estic aquí amb vosaltres per demanar-vos la vostra ajuda. Com em podeu ajudar? Mireu, respondrem unes preguntes que ja veureu que són molt senzilles i ràpides de respondre. Us donaré un paper a cadascú amb les preguntes i vosaltres les respondreu. Aquestes preguntes les respondreu segons la vostra opinió, ara ho comentarem amb més detall. Després, quan tots hagueu acabat de respondre-les, comentarem entre tots una mica què heu respòs a cada pregunta. Veureu que totes aquestes preguntes estan relacionades amb l'anglès, sobre el que vosaltres penseu de l'anglès. No cal que escriviu el vostre nom al paper, perquè no és important. El més important és que digueu el que penseu. No hi ha una resposta que sigui correcta i una altra que sigui incorrecta. Tot el que digueu vosaltres, si és el que penseu, estarà bé. S'ha entès?

493. Tots els alumnes: Sí!

494. Coral: D'acord, doncs ara començaré a repartir els fulls amb les preguntes que haureu de respondre. Però no comenceu encara, perquè primer comentarem les preguntes entre tots. Així tothom les entendreà i resoldrem els dubtes que tingueu.

(La Coral reparteix els fulls a cadascun dels estudiants).

495. Coral: Tothom té les preguntes?

496. Tots els alumnes: Sí!

497. Coral: Perfecte! Doncs ara, abans de començar a respondre, comentem una mica les preguntes. Abans que res, les preguntes les heu de respondre en català o en castellà, com preferiu. Encara que siguin preguntes sobre l'anglès, no les heu de respondre en anglès, no us preocupeu. Bé, doncs comencem amb la primera pregunta: T'agrada l'anglès?

498. S2PES1: A mi sí!

499. Coral: D'acord, S2PES2. Per a aquesta pregunta, cadascú ha de respondre el que pensi. Si us agrada, podeu escriure, per exemple: "sí, m'agrada" i explicar per què. O si no us agrada, podeu posar: "no, no m'agrada perquè..." Cadascú que escrigui el que pensi. Si us agrada, molt bé, i si no us agrada, no passa res. No a tots ens agraden les mateixes coses, oi? La primera pregunta l'enteneu tots?

500. Tots els alumnes: Sí!

501. Coral: Teniu algun dubte?

502. Tots els alumnes: Noo.

503. Coral: Molt bé, doncs passem a la segona pregunta: T'agraden les activitats que es fan a la classe d'anglès? Doncs aquí vosaltres penseu, a veure quines són les activitats que feu a l'hora d'Anglès.

504. S2PES2: Posem "sí" o "no"?

505. Coral: Sí, i expliqueu per què. Podeu posar, per exemple: "sí, m'agraden totes perquè aprenc molt". O també pot ser que hi hagi algunes activitats que us agradin i altres no, doncs també ho podeu posar. Podeu posar, per exemple: "m'agrada fer activitats del llibre" o "no, no m'agrada fer activitats del llibre". Penseu en totes les activitats que feu a la classe d'Anglès i podeu posar quines són les que més us agraden i quines no us acaben d'agradar.

506. S2PES3: Ho escrivim aquí? *(Assenyalant l'espai destinat per a respondre la segona pregunta).*

507. Coral: Sí (*dirigint-se a tots els alumnes*). Heu de respondre cadascuna de les preguntes a l'espai que hi ha (*assenyala els espais al full de preguntes que està mostrant als alumnes per a explicar les preguntes*).

508. S2PES2: Podem començar?

509. Coral: Encara no, un moment. Primer acabem de comentar totes les preguntes. Passem a la tercera pregunta: Creus que és útil aprendre anglès?

510. S2PES4: Què és “útil”?

511. Coral: Vol dir que si penseu que l'anglès serveix per a alguna cosa. Creieu que saber anglès serveix per a alguna cosa?

512. S2PES5: Sí.

513. S2PES6: Sí! Sí!

514. S2PES3: Sí!

515. Coral: Que cadascú escrigui el que pensi. Sí creieu que sí, escriviu “sí”, si creieu que no, escriviu “no”. I podeu explicar una mica també per què ho penseu. Teniu algun dubte? (*Mira als alumnes i veu que tots neguen amb el cap*). Molt bé, doncs passem a la següent pregunta: Vols parlar anglès quan siguis gran?

516. S2PES2: Sí!

517. S2PES4: Sí.

517. Coral: Això depèn de cadascú. Penseu si teniu moltes ganes de parlar anglès, si no...Cadascú, que escrigui el que pensi. Teniu cap dubte? (*Veiu que no hi ha cap mà aixecada*). D'acord, doncs passem a la cinquena pregunta: Veus molt d'anglès en el teu dia a dia? (samarretes, jocs, cançons...). Això vol dir que, per exemple, segurament teniu alguna samarreta amb algun missatge escrit en anglès, no? Teniu samarretes així?

518. Alguns alumnes: Sí!

519. S2PES5: Jo al *Tik Tok*!

520. Coral: Al *Tik Tok*, per exemple. Si veieu algun vídeo a *Tik Tok* on surtin persones parlant en anglès, o si surt alguna cançó que sigui en anglès...O per exemple, si hi ha alguna cançó que us agradi molt que sigui en anglès.

521. S2PES7: Jo al joc de l'*Among Us*!

522. Coral: Doncs per exemple, si jugueu a l'*Among Us* i veieu que surten missatges en anglès, ho podeu posar.

523. S2PES3: Jo jugo a l'*Among Us*!

524. S2PES1: I jo!

525. Coral: Molt bé. Doncs sí veieu que surten missatges en anglès en aquest joc, ho podeu escriure.

526. S2PES1: Sí, [al joc] parlen en anglès.

(Es crea xivarri).

527. Coral: Vinga, passem a la següent pregunta: Veus molt d'anglès en el teu dia a dia dins de l'escola? Penseu, per exemple, si a dins de la classe teniu moltes coses en anglès. O si, per exemple, als passadissos de l'escola teniu coses penjades en anglès...

528. S2PES3: A la classe tenim el "Racó d'anglès" *(assenyalant amb el dit)*.

529. S2PES5: Sí!

530. Coral: Molt bé. Teniu cap dubte d'aquesta pregunta? *(Veu que no hi ha cap mà aixecada)* Doncs continuem. La setena pregunta diu: Com et sents quan parles anglès?

531. S2PES8: És guai!

532. Coral: Cadascú que escrigui com se senti quan ha de parlar en anglès. Pot ser que algú de vosaltres senti una mica de vergonya quan ha de parlar en anglès, o es posi nerviós. O potser no, potser us sentiu molt tranquils quan parleu en anglès. Cadascú de vosaltres tindrà sentiments diferents. S'entén?

533. S2PES1: Sí!

534. Coral: Molt bé, doncs si ningú té cap dubte, continuem. La següent pregunta diu: Et fa por parlar anglès?

535. S2PES8: A mi no.

536. Coral: Això depèn de cadascú. Potser hi ha algú que, quan ha de parlar anglès, li fa una mica de por. O potser no, potser us sentiu tots molt tranquils. Cadascú que escrigui

com se senti. Teniu cap dubte d'aquesta pregunta? (*Mira els alumnes i veu que cap d'ells té la mà aixecada*). Molt bé, doncs passem a l'última pregunta: Creus que és important saber anglès?

537. S2PES4: Sí!

538. S2PES2: Sí!

539. Coral: Doncs si creieu que és important, poseu-ho al full. I si no, poseu-ho també. I, sobretot, expliqueu per què ho penseu. S'entenen totes les preguntes?

540. Tots els alumnes: Sí!

541. Coral: Molt bé, doncs ja podeu començar a respondre les preguntes. Si teniu cap dubte, feu-m'ho saber. Recordeu que no hi ha cap resposta que sigui correcta o incorrecta, el més important és que escriviu el que vosaltres penseu. Així, jo, com a mestra d'anglès, podré millorar i ajudar-vos a aprendre anglès de manera que us ho passeu bé.

(Els alumnes omplen els fulls que se'ls han entregat).

542. S2PES4: Jo ja estic!

543. S2PES8: I jo!

544. S2PES2: Jo també!

545. S2PES1: Jo ja estic també!

546. Coral: Tothom ha acabat?

547. Tots els alumnes: Sí!

548. Coral: Molt bé. Doncs ara, si us sembla, podem comentar una mica què heu respòs a cadascuna de les preguntes. Per exemple, a la primera pregunta: T'agrada l'anglès?, què heu posat?

549. Tots els alumnes: Que sí!

550. Coral: Tots heu posat que us agrada l'anglès? Algú ha escrit que no li agrada l'anglès? Estaria bé si algú ha escrit que no li agrada l'anglès, no a tots ens agraden les mateixes coses!

551. S2PES1: Hala! Tots hem posat que sí!

- 552. Coral:** Molt bé, a tots us agrada l'anglès. Per què us agrada l'anglès?
- 553. S2PES4:** Perquè em fa feliç.
- 554. Coral:** Et fa feliç! Que bé! I per què et fa feliç?
- 555. S2PES4:** Perquè aprenc moltes coses.
- 556. Coral:** T'agrada quan feu anglès aquí, a l'escola? Les activitats que feu?
- 557. S2PES4:** Sí.
- 558. Coral:** Molt bé. (*Veü que l'S2PES2 ha aixecat la mà*). Digues, S2PES2!
- 559. S2PES2:** A mi m'agrada perquè així puc parlar amb altres persones que siguin d'altres països, perquè així ens podem entendre.
- 560. S2PES8:** A mi m'agrada per les activitats d'anglès que fem a la classe.
- 561. Coral:** D'acord. Digues, S2PES9!
- 562. S2PES9:** A mi m'agrada l'anglès perquè m'agrada participar a les activitats que fem a l'escola i perquè així, si sé parlar anglès, puc parlar amb persones dels Estats Units.
- 563. Coral:** Llavors, pel que dius, t'agrada parlar en anglès?
- 562. S2PES9:** Sí.
- 563. S2PES10:** Jo vull aprendre anglès perquè així, quan sigui gran, sabré tots els idiomes.
- 564. S2PES1:** A mi m'agrada l'anglès perquè és molt divertit i de gran vull anar a viure als Estats Units.
- 565. S2PES11:** A mi m'agrada l'anglès perquè m'agraden les activitats que fem a l'assignatura d'*Arts and Crafts*.
- 566. S2PES12:** A mi m'agrada l'anglès perquè m'agrada parlar en anglès i m'agraden les activitats que fem a la classe d'Anglès perquè així puc parlar en anglès.
- 567. S2PES3:** A mi m'agrada l'anglès perquè així aprenc un idioma nou i així, quan vagi a altres països, podré parlar amb la gent.
- 568. S2PES5:** A mi m'agrada perquè així, quan sigui una mica més gran i sàpiga més anglès, podré llegir Harry Potter en anglès.

569. S2PES13: Jo vull aprendre anglès perquè tinc una tieta que viu a Anglaterra que sempre em parla en anglès i no l'entenc.

570. Coral: Llavors, t'agradaria parlar en anglès per poder parlar amb ella en anglès?

571. S2PES13: Sí.

572. S2PES14: Jo és que de gran vull ser tennista i, com que hauré de viatjar molt, vull saber anglès per poder parlar amb tota la gent del món.

573. S2PES15: Jo vull aprendre anglès perquè els meus pares, de vegades, parlen en anglès perquè el meu germà i jo no els entenem.

574. S2PES16: Jo faig anglès fora de l'escola i com que en sé molt, m'agrada.

575. S2PES17: A mi m'agrada l'anglès perquè veig moltes pel·lis en anglès a casa.

576. Coral: Que bé! I això t'ajuda a aprendre anglès?

577. S2PES17: Sí.

578. Coral: Molt bé, heu anat dient moltes coses! Passem a la segona pregunta: T'agraden les activitats que es fan a la classe d'anglès?

579. Alguns alumnes: Sí!

580. S2PES7: A mi m'agraden perquè són guais.

581. Coral: I quines de les activitats que feu t'agraden més?

582. S2PES7: M'agraden les activitats en què hem de pintar.

583. Coral: Hi ha alguna activitat més que us agradi?

584. S2PES6: A mi m'agrada fer activitats d'escriure el que escolto.

585. S2PES3: A mi m'agrada quan parlem en anglès.

586. Coral: I parleu molt en anglès, a les classes d'anglès?

587. S2PES3: Sí.

588. S2PES1: A mi m'agraden totes les activitats, i tinc una amiga que viu a Madrid i a l'estiu, quan ens veiem, em parla en anglès perquè sap molt d'anglès, i aprenc.

- 589. S2PES5:** A mi m'agrada fer el dossier d'*Arts and Crafts*, perquè està en anglès i perquè fem aquesta assignatura en anglès.
- 590. S2PES2:** A mi no m'agrada fer les activitats del llibre perquè no les entenc.
- 591. Coral:** I hi ha alguna activitat més que no us agradi?
- 592. S2PES10:** A mi hi ha algunes activitats del llibre que no m'agraden.
- 593. S2PES12:** A mi m'agrada més quan fem manualitats que les activitats del llibre.
- 594. Coral:** Molt bé, doncs passem a la següent pregunta: Creus que és útil aprendre anglès? Digueu-me, què en penseu?
- 595. Alguns alumnes:** Sí!
- 596. S2PES10:** Sí, perquè pots viatjar a molts països i parlar amb la gent.
- 597. S2PES13:** Sí, perquè és molt important saber anglès.
- 598. Coral:** Per què és important?
- 599. S2PES13:** Perquè si vas als Estats Units o a altres països pots parlar amb la gent.
- 600. S2PES6:** Perquè pots participar en activitats de fora de l'escola que siguin en anglès.
- 601. S2PES3:** És interessant aprendre anglès perquè així, si saps anglès, pots parlar amb altres persones que saben anglès.
- 602. S2PES17:** És útil perquè així saps coses, perquè a mi m'agrada aprendre coses.
- 603. Coral:** Llavors a tu t'agrada aprendre sobre qualsevol cosa i, per tant, també t'agrada aprendre anglès. És així?
- 604. S2PES17:** Sí.
- 605. S2PES8:** És útil perquè, així, pots parlar amb altres persones.
- 606. S2PES11:** Jo crec que és útil perquè així pots anar a molts països i parlar amb tot el món i, si no saps anglès, ningú t'entén.
- 607. S2PES9:** És útil perquè així puc parlar amb la meva família d'Alemanya.
- 608. Coral:** Molt bé! Passem a la següent pregunta: Vols parlar anglès quan siguis gran?
- 609. S2PES2:** Sí!

610. S2PES5: Sí!

611. S2PES7: Jo vull parlar en anglès quan sigui gran per poder parlar amb el meu actor preferit.

612. S2PES15: A mi m'agradaria perquè així podria parlar amb la gent del món quan viatgés.

613. S2PES1: A mi no m'agradaria parlar molt en anglès, perquè sinó em cansaria.

614. S2PES3: A mi no m'agradaria perquè em cansaria molt parlar sempre en anglès, moltíiiiiissim!

615. S2PES11: A mi sí, perquè tinc un cosí que viu a Alemanya i normalment ell i la seva família parlen en anglès i, si no, no podré parlar amb ells.

616. S2PES12: Jo sí que vull parlar anglès perquè m'agradaria molt parlar amb gent de tot el món!

617. S2PES2: Jo vull, perquè el meu pare està estudiant anglès i així, podré ajudar-lo.

618. S2PES10: Jo també vull, perquè ara ensenyo una mica d'anglès als meus avis, però no en sé gaire. Així, quan sigui gran, si sé parlar en anglès podré ajudar els meus avis a aprendre l'anglès millor.

619. S2PES9: A mi m'agradaria, perquè així podria ajudar els meus pares a aprendre anglès.

620. Coral: Passem a la següent pregunta: Veus molt d'anglès en el teu dia a dia (samarretes, jocs, cançons...)?

621. S2PES3: Sí, jo veig anglès a les samarretes.

622. S2PES5: Jo veig anglès a l'*Among Us*.

623. Coral: I hi ha algun altre joc en què vegis anglès també?

624. S2PES5: Sí, al *Brawl Stars*.

625. S2PES2: Jo veig anglès a l'*Among Us* també, i també tinc moltes samarretes en anglès.

626. S2PES7: Jo veig els dibuixos de la tele en anglès.

- 627. S2PES8:** Jo tinc videojocs en anglès i samarretes en anglès.
- 628. Coral:** I els jocs són en anglès o són per aprendre anglès?
- 629. S2PES8:** Tinc una mica de cada.
- 630. S2PES10:** A l'*Among Us* surt molt d'anglès!
- 631. S2PES12:** Jo tinc un joc de la Nintendo que és de màgia i és en anglès.
- 632. S2PES5:** Jo també tinc un joc de la Nintendo que és en anglès.
- 633. S2PES15:** Jo veig moltes samarretes en anglès, i de vegades entenc el que posa i de vegades no.
- 634. S2PES16:** Jo jugo a alguns jocs per ordinador en anglès.
- 635. S2PES1:** Jo veig vídeos en anglès a casa.
- 636. S2PES15:** Jo veig vídeos en anglès també, normalment pel·lis.
- 637. S2PES8:** Jo jugo a jocs de la Nintendo en anglès també.
- 638. Coral:** Passem a la següent pregunta: Veus molt d'anglès en el teu dia a dia dins de l'escola?
- 639. S2PES1:** Tenim un racó d'anglès a la classe (*assenyalant amb el dit*). En aquest racó pengem les coses que fem en anglès.
- 640. Coral:** I fora de la classe, veieu moltes coses penjades en anglès per l'escola? Als passadissos, per exemple?
- 641. Alguns alumnes:** Noo.
- 642. Coral:** D'acord, passem a la següent pregunta: Com et sents quan parles anglès? Expliqueu-me, com us sentiu quan parleu en anglès?
- 641. S2PES3:** Jo em sento bé perquè em sento súper gran! Em sento com si tingués 20 anys.
- 642. Coral:** Et sents com una persona gran perquè pots parlar en anglès?
- 643. S2PES3:** Sí.
- 644. S2PES1:** Jo em sento bé, perquè m'ho passo bé parlant anglès.

- 645. S2PES2:** Jo em sento molt emocionat!
- 646. Coral:** Per què? Perquè et fa il·lusió parlar en anglès?
- 647. S2PES2:** Sí!
- 648. S2PES7:** Jo em sento una mica nerviós.
- 649. S2PES5:** Jo em sento bé quan parlo en anglès perquè em sento molt gran, com si fos una noia d'institut.
- 650. S2PES10:** Jo em sento una mica nerviosa quan parlo en anglès perquè em fa vergonya.
- 651. S2PES9:** Jo em sento bé quan parlo en anglès perquè m'agrada parlar en anglès.
- 652. S2PES11:** Jo em sento nerviosa perquè em fa una mica de vergonya.
- 653. Coral:** Passem a la següent pregunta: Et fa por parlar anglès?
- 654. Alguns alumnes:** Noo.
- 655. S2PES7:** A mi sí.
- 657. Coral:** Diques, per què et fa por?
- 658. S2PES7:** Perquè em fa por equivocar-me.
- 659. S2PES10:** A mi no em fa por parlar en anglès, perquè em sento bé.
- 660. S2PES11:** A mi tampoc, perquè em sento tranquil·la.
- 661. S2PES15:** A mi em fa una miqueta de por perquè no em vull equivocar.
- 662. S2PES2:** A mi no em fa por parlar en anglès, jo em sento bé!
- 663. S2PES17:** A mi em fa por equivocar-me quan ho faig [parlar en anglès].
- 664. S2PES18:** A mi em fa por perquè no m'agrada l'anglès i prefereixo no haver de canviar d'idioma quan parlo.
- 665. S2PES19:** A mi em fa por parlar en anglès perquè no em vull equivocar.
- 666. S2PES20:** A mi em fa por parlar en anglès davant de tota la classe perquè no vull equivocar-me.

667. Coral: És molt interessant tot això que esteu dient. Deixeu-me que us digui que no heu de tenir por, perquè tots ens equivoquem, ja sigui parlant en anglès, en català, en castellà...Tots ens equivoquem, els mestres també! I tots aprenem dels errors, és així com aprenem. Aprenem coses noves cada dia, és impossible fer-ho tot perfecte! Poc a poc anem aprenent, i això és el més important (*mirant els alumnes amb tendresa*). Doncs bé, hem arribat ja a l'última pregunta, que ens diu: Creus que és important saber anglès?

668. Alguns alumnes: Sí!

669. S2PES2: Sí, perquè així pots viatjar per tot el món i parlar amb la gent.

670. S2PES1: Sí, perquè així pots parlar amb tothom i no cal que sàpigues altres idiomes.

671. Coral: D'acord. Hi ha algú que pensi alguna cosa diferent?

672. S2PES4: Jo penso igual.

673. Coral: Algú vol dir alguna cosa més? (*Espera durant uns instants i veu que ningú vol parlar*). D'acord, doncs ja hem acabat. Moltes gràcies, m'heu ajudat molt!

Annex 14: Transcription of the interview with an English teacher (School 2)

INTERVIEW WITH AN ENGLISH TEACHER (SCHOOL 2):

Legend:

Coral = Name of the person who is carrying out the activity, who is also developing this Final Degree Project.

S2ET

- S2 = School 2
- ET = English Teacher

674. Coral: Bon dia S2ET. Primer de tot, moltes gràcies per permetre'm entrevistar-te i per col·laborar en el meu Treball Final de Grau. Abans de començar l'entrevista, procediré a informar-te sobre els objectius que pretenc assolir amb la realització del meu Treball Final de Grau. En primer lloc, el meu objectiu general és entendre les

conseqüències de la percepció de l'anglès en els processos d'ensenyament i aprenentatge per part dels alumnes i mestres d'anglès pertanyents a Educació Infantil i Educació Primària. Els meus objectius específics són els següents: conèixer si la metodologia utilitzada pels mestres d'anglès afecta o no a la percepció de l'anglès, conèixer la percepció de l'anglès que tenen els mestres i els estudiants pertanyents a l'Educació Infantil i l'Educació Primària, analitzar el rol i la presència de l'anglès a l'escola, analitzar si la implementació de la metodologia CLIL té un impacte positiu en la percepció de l'anglès de l'alumnat i determinar en quin grau les percepcions cap a la llengua anglesa dels mestres es veuen afectades o influenciades pel seu nivell d'especialització en l'àrea temàtica. Pel que fa als aspectes ètics, el respecte per la confidencialitat de les dades es tindrà en compte, i la teva veu serà gravada. A més, tant les dades obtingudes com la veu gravada només s'utilitzaran per a la realització d'aquest Treball Final de Grau.

675. S2ET: Molt bé!

676. Coral: Ara ja podem donar pas a l'inici de l'entrevista. En primer lloc, quant de temps portes treballant com a mestra d'anglès a l'Escola 2?

677. S2ET: Doncs des de l'any 1996. Ja porto 25 anys fent classes d'anglès aquí, a l'Escola 2.

678. Coral: I quant de temps portes exercint de mestra d'anglès, en general?

679. S2ET: Doncs el mateix, 25 anys. Jo abans era la mestra especialista d'anglès a Infantil, feia classe d'anglès a P3 i a P4.

680. Coral: Actualment ets la mestra especialista d'anglès només a Primària, o també a Infantil?

681. S2ET: Ara només a Primària. Faig anglès a 5è i 6è de Primària.

682. Coral: Des que treballes a l'Escola 2, has ensenyat anglès sempre a aquests cursos d'Educació Primària? O anteriorment havies estat mestra d'anglès a nivells inferiors dins de l'Educació Primària?

683. S2ET: En un principi, fa molts anys, com que l'Escola 2 va apostar per l'anglès des d'un primer moment, jo abans era l'única mestra especialista d'anglès. Per tant, jo era qui ensenyava anglès a tota la Primària: des de 1r fins a 6è. Amb els anys, com que hem

començat a incorporar l'anglès a altres assignatures, s'ha hagut de contractar a altres especialistes i a mi m'han anat acotant els nivells, perquè jo no podia fer totes les hores.

684. Coral: Actualment, només ets mestra especialista d'anglès? O imparteixes també altres assignatures en anglès?

685. S2ET: Jo faig altres assignatures també, no només la d'Anglès. En aquests moments soc la mestra d'anglès a 5è i 6è de Primària, i també soc la mestra d'*Arts and Crafts* i *Science* a aquests cursos. A més, també faig *Speaking*. Tot això ho faig sempre en anglès.

686. Coral: Per arribar a ser mestra d'anglès, primer vas estudiar Magisteri a la universitat i vas fer l'especialitat d'Anglès?

687. S2ET: Sí, això va ser fa molts anys. Jo vaig estudiar a Blanquerna als anys 80 i sí, dins de la branca de Llengües hi havia l'especialitat d'Anglès. Jo vaig escollir l'especialitat a 3r, llavors la carrera de Magisteri era de 3 anys. I haig de dir-te que amb l'especialitat d'Anglès de Magisteri no en tens prou per fer classes d'anglès. Jo, a banda de fer l'especialitat d'Anglès, vaig estar anant a Anglaterra i als Estats Units...aquestes són les coses que realment fa un mestra d'anglès o una persona que vulgui saber anglès de veritat, perquè amb el que s'estudia a la universitat no hi ha suficient. De fet, crec recordar que no vaig fer anglès en cap moment de la carrera, fins que no vaig arribar a 3r i vaig fer l'especialitat. I amb això, evidentment, no és suficient. Ara vosaltres, a la universitat, encara feu alguna assignatura en anglès, però abans això no existia. Només fèiem en anglès l'assignatura que tractava d'anglès, totes les altres assignatures de la carrera les vaig fer en català.

688. Coral: Llavors, no vas fer cap assignatura relacionada amb l'anglès a la carrera de Magisteri fins que no vas començar l'especialitat?

689. S2ET: Efectivament. A mi sempre m'han agradat molt els idiomes, sobretot l'anglès. Tot el que sabia d'anglès era perquè ho havia estudiat pel meu compte, perquè jo havia estudiat a l'estranger i vaig treure'm títols allà. Però el que és la carrera de Magisteri, per a mi, es quedava curt. Ara no ho sé, però als anys 80, quan jo estudiava, era així.

690. Coral: Consideres que l'assignatura de Didàctica de la llengua anglesa, a la universitat, estava ben planificada? A nivell de quantitat d'hores que vas fer, el nombre

de vegades que vas cursar aquesta assignatura al llarg de la carrera, si tenies o no mestres nadius...

691. S2ET: Sí, l'assignatura no estava mal plantejada, que jo recordi. Tocava tots els aspectes de l'anglès: hi havia *speaking, writing, listening, reading*...Però per a mi, les hores eren insuficients. La professora era nativa, sí. Però, és clar, això només va ser a 3r i, per tant, es quedava curt.

692. Coral: Penses que tota la part de l'anglès que és purament escrita, com ara la gramàtica o el *writing*, es treballava molt més que l'oralitat?

693. S2ET: Sí. Això és un mal que mata l'anglès, en general, dins d'una escola, perquè hi ha 20 i pico alumnes davant d'un mestre. Aquest és un gran problema que tenim a la nostra societat a l'hora de treballar l'anglès, i encara hi ha moltes escoles que funcionen d'aquesta manera. Això és així.

694. Coral: Pel que fa a la metodologia que s'utilitzava a les assignatures de l'especialitat d'Anglès, com era? L'anglès era la llengua vehicular a totes les assignatures? Gaudies d'aquesta metodologia?

695. S2ET: La metodologia era molt tradicional, treballàvem amb un llibre com a base, però la professora que teníem era molt didàctica. Vull dir, portava sempre jocs amb paperets i coses d'aquest estil per treballar de manera més dinàmica. Jo gaudia quan treballàvem d'aquesta manera, perquè no era només seguir el llibre. Ella, moltes vegades portava jocs i coses muntades per fer entre nosaltres, dins del que el permetia el grup classe, perquè érem 30 i pico persones.

696. Coral: Et senties bé amb aquesta metodologia, amb aquesta manera de treballar?

697. S2ET: Sí. Jo estava acostumada a treballar d'una manera molt tradicional: amb llibre, llibreta...i a mi, per pocs jocs que em plantejés aquesta professora, em semblava fantàstic, com a didàctica per a nens. Des d'aquell moment vaig tenir clar que volia treballar així amb els alumnes.

698. Coral: Actualment, fas algun curs d'especialització?

699. S2ET: No, no estic fent res.

700. Coral: Quan es va incloure l'anglès com a llengua estrangera per a ser estudiada aquí, a l'Escola 2?

701. S2ET: L'any exacte no el sé, però sí que sé que fa molts anys. Fa molt, perquè quan jo vaig començar a exercir com a mestra d'anglès a aquesta escola a l'any 1996, ja hi havia una altra mestra impartint anglès com a llengua estrangera. Jo diria que va ser de les primeres escoles de Badalona en incloure l'anglès com a llengua estrangera, vam ser de les primeres escoles que ens ho van deixar fer. Quan vam veure l'oportunitat de poder fer l'assignatura de Medi en anglès, fa 10 anys, també vam presentar el projecte i...llavors, de seguida ens van enviar a fer cursos CLIL d'Ensenyament, per tal que els mestres ens forméssim per poder fer assignatures per mitjà de la metodologia CLIL. Així que sí, fa molt. Jo vaig començar a treballar a l'Escola 2 a l'any 1989, i llavors no hi havia anglès. Però a l'any 1996 ja hi havia l'assignatura d'Anglès, i va ser quan vaig passar a exercir com a mestra d'anglès. Per tant, l'anglès es va incloure als anys 90. També en aquell moment vam començar a oferir el servei d'anglès com a extraescolar. La veritat és que la Direcció ha apostat per l'anglès des de fa molt de temps.

702. Coral: Segons la teva experiència, com s'aprèn millor l'anglès?

703. S2ET: És una pregunta difícil. El primer que et diria, és que depèn de la persona. No hi ha una sola metodologia que sigui fantàstica i meravellosa, per a mi. Jo penso que ni totes les metodologies són bones, ni totes són dolentes. Cadascuna té els seus avantatges i inconvenients, i depèn del grup d'alumnes a qui hagi d'ensenyar. Està clar que un idioma, com millor s'aprèn, és vivint-lo, això està claríssim. Intentant-lo integrar en el dia a dia o, com a mínim, integrant-lo en les rutines del dia a dia de l'aula, dins d'aquella hora d'anglès que tens. Com més es viu l'anglès, millor s'aprèn. En canvi, com més teòric és, pitjor.

704. Coral: Penses que l'anglès es treballa el suficient aquí, a l'Escola 2?

705. S2ET: Com a mestra d'anglès, jo penso que no. Però sí que és veritat que es treballa bastant, perquè fem diverses assignatures en anglès. Per tant, fem més hores d'anglès que a altres escoles que fan només anglès a l'assignatura d'Anglès. Però tot i així, penso que seria convenient destinar més hores a fer anglès, perquè els alumnes aprendrien molt més.

706. Coral: Quantes hores es destinen a treballar l'anglès a l'Escola 2?

707. S2ET: A Primària es fan 2 hores d'anglès curricular, 1 hora de *Science*, 1 hora d'*Arts and Crafts* i 1 hora d'*Speaking* a la setmana.

708. Coral: Això és així a tots els cursos de Primària?

709. S2ET: No, les hores varien segons el cicle. Jo t'estic parlant del cicle superior. Em sembla que als cicles inicial i mitjà són 3 hores en total a la setmana, ells fan 2 hores d'anglès i 1 hora d'*Arts and Crafts*, atès que s'aplica el CLIL a aquesta assignatura. La *Science* només està al cicle superior. I també es fa l'Educació Física en anglès, però això només és a Infantil.

710. Coral: I a Infantil, l'anglès es comença des de P3?

711. S2ET: Sí. De fet, es comencen a fer certes activitats en anglès ja des de la nostra escola bressol. A Infantil, des de P3 fem l'anglès curricular i la *Physical Education*.

712. Coral: Penses que el nivell general d'anglès dels estudiants es correspon amb el temps que es destina a treballar-lo a l'Escola 2?

713. S2ET: En general, sí, però hi ha alumnes que els és difícil arribar a un nivell mínim d'anglès. Per poder atendre a tots els alumnes de manera més individualitzada, caldria fer grups més reduïts, d'uns 10 o 12 alumnes. D'aquesta manera, s'asseguraria que tots els alumnes assolissin un nivell mínim d'anglès. A més, aquells alumnes que dediquen més hores a treballar l'anglès a acadèmies fora de l'escola, tenen un nivell molt més alt que la majoria.

714. Coral: A nivell de motivació, notes que l'alumnat se senti motivat per a fer anglès? Vull dir, a l'hora de fer activitats en anglès, o parlar en anglès...?

715. S2ET: Depèn. Als nens els agrada l'anglès però, és clar, quan hi ha la part que és més de gramàtica, els agrada menys. Perquè, és clar, nosaltres treballem amb un llibre, i això els agrada menys. En canvi, quan proposes alguna activitat més lúdica, més de jugar...doncs els agrada més. I a l'assignatura de *Science* passa el mateix: quan toca fer la part més teòrica, s'avorreixen més; en canvi, quan fan coses més actives com ara muntar un circuit elèctric, se senten més motivats.

716. Coral: Què en saps de la metodologia CLIL? Què n'opines?

717. S2ET: Jo no estic ni totalment a favor ni totalment en contra del CLIL, a partir de la meva experiència. Per a mi, la metodologia CLIL s'hauria d'aplicar en grups reduïts, no en grans grups. No sé si les altres escoles tenen la possibilitat de fer grups partits...però és complicat aplicar la metodologia CLIL amb més de 20 alumnes, no es pot aprofitar al màxim, i no pots atendre a tots els alumnes en funció de les seves necessitats. Per exemple, imagina't a l'assignatura de *Science*: explica-li les forces i els moviments en

anglès a un nen que té una adaptació curricular i que té un nivell d'anglès equivalent al d'un nen de 2n o 3r, i tu el tens a 5è o a 6è. Encara que tinguis un nen amb un nivell mig dins de l'aula, posa't a parlar de forces i de moviment i de velocitat i de...A l'assignatura d'*Arts and Crafts* és molt més fàcil. I no he fet mai *Physical Education*, però segur que és molt més fàcil. Amb *Science* és difícil. La metodologia no és que estigui malament, però seria més efectiu aplicar-la amb grups reduïts d'uns 10 alumnes. Encara que n'hi hagi amb mil dificultats, és més fàcil arribar a aquests alumnes i a tots ells.

718. Coral: Aquí, a l'Escola 2, utilitzeu la mateixa metodologia a les assignatures que s'imparteixen en anglès, com ara *Science*, que a l'assignatura d'Anglès?

719. S2ET: No. A l'assignatura de *Science* no es fan servir llibres, treballem fent servir presentacions *PowerPoint* com a base. Tenim una presentació per a cada tema i, d'aquesta presentació, els alumnes de vegades han de descriure uns continguts en un full i fan un quadernet. A més, sempre hi ha una part pràctica. Intentem fer sempre una part que sigui com més manipulativa, però no podem oblidar la part teòrica, perquè a 6è es fan les Competències Bàsiques. S'ha d'anar molt en compte amb això, perquè els nens no tenen assumit de la mateixa manera un tema de medi si l'ha fet en català que si l'ha fet en anglès. Perquè, és clar, al final l'anglès és una dificultat afegida, encara que el nen tingui un nivell molt bo d'anglès. A cada tema hi ha moltíssimes paraules noves, molts conceptes nous, i no és el mateix treballar-ho en català que en anglès.

720. Coral: A l'assignatura d'Anglès, treballem fonamentalment amb un llibre de text?

721. S2ET: Sí, tenim 3 llibres. Tenim l'*students book*, l'*activity book* i el *Go further booklet*. Aquest últim llibre és de gramàtica. Aquest llibre extreu la gramàtica de les unitats de l'*students book* i les treballa més a fons, posant molt d'èmfasi en les normes. Abans, quan aquest llibre de gramàtica no el teníem, per a mi era necessari, perquè a l'*students book* només surt un petit requadre amb la gramàtica que s'està treballant i quedava molt curt per a molts alumnes que anaven més avançats i que podien fer més. Aquests llibres de gramàtica ja fa uns 8 o 10 anys que els apliquem. Pot ser que per a alguns alumnes sigui una dificultat més, però penso que està bé que tinguin les normes recollides en un llibre, perquè així les poden treballar més. A més, penso que és especialment important de cara a l'ESO, perquè els llibres de l'ESO són totalment diferents als de Primària. De fet, alguns professors de 1r de l'ESO m'han comentat alguna vegada que noten que els alumnes arriben i sí que han treballat certs aspectes de la

gramàtica, però que no els han acabat d'assolir completament. Tot i així, intentem combinar l'ús dels llibres de text amb una metodologia més activa, per tal que els alumnes puguin fer més ús de l'anglès a nivell oral.

722. Coral: Penses que és positiu fer ús de l'anglès per a ensenyar altres assignatures que no són la d'Anglès a l'Escola 2?

723. S2ET: Sí, clarament. Però també et dic, depèn de l'assignatura. Cal fer una bona preparació de l'assignatura i tenir en compte que no totes impliquen la mateixa dificultat, pel que fa a l'anglès.

724. Coral: Consideres que està funcionant l'aplicació de la metodologia CLIL a l'Escola 2?

725. S2ET: Sí, perquè els nens perceben l'anglès de manera diferent a quan només l'utilitzàvem a l'assignatura d'Anglès. Veuen que realment els serveix per a alguna cosa l'anglès, aprenen diferents paraules i, a més, aprenen gramàtica de manera inconscient, que és la part que menys els acostuma a agradar.

726. Coral: Has percebut alguna millora en els alumnes, pel que fa a l'anglès, des que s'aplica la metodologia CLIL a l'Escola 2?

727. S2ET: He percebut moltíssima millora. Des que jo abans només feia 2 hores d'anglès a la setmana a ara, ho he notat moltíssim. Ara els alumnes tenen un nivell molt més alt d'anglès, el nivell ha millorat moltíssim. Encara segueix costant una mica que es dirigeixin a tu en anglès, però es nota molt que ara tenen un nivell d'enteniment de l'anglès molt més alt que fa 10 anys.

728. Coral: Anteriorment m'has comentat que, a banda de l'assignatura d'anglès, també imparteixes les assignatures d'*Arts and Crafts* i *Science* en anglès. D'on va sorgir aquesta idea?

729. S2ET: La idea va sorgir de la necessitat que els nostres alumnes fossin més competents a l'hora de fer ús de la llengua anglesa, perquè havíem detectat que el nivell no era suficient. Llavors, la Direcció em va proposar que apliquéssim el CLIL. A mi em va semblar perfecte i vam tirar endavant la idea.

730. Coral: Vas escollir ensenyar les assignatures que actualment estàs impartint en anglès?

731. S2ET: No, jo no les vaig escollir. Com que jo era la mestra d'anglès, les assignatures d'*Arts and Crafts* i *Science* se'm van adjudicar a mi perquè, és clar, són en anglès.

732. Coral: T'agradaria impartir altres assignatures en anglès, a banda de les que ja imparteixes actualment?

733. S2ET: Depèn de l'assignatura i del nivell.

734. Coral: Sabies que, segons UNIR Educación, Espanya és reconeguda com un país on la població no té un gran domini de l'anglès?

735. S2ET: Sí, i és evident. Només cal anar pel carrer per adonar-se! A més, la majoria dels nostres polítics en són una gran mostra. És una assignatura pendent que tenim a Espanya. Si viatges una mica, t'adones de seguida. Tu vas a Alemanya o a qualsevol altre país, parles en anglès i tothom t'entén i et sap parlar en anglès. Això a Espanya no passa.

736. Coral: Sabies que, segons Europa Press, Espanya va obtenir la posició número 34 de 100 països que van participar al EF EPI 2020, que és el rànking de nivell d'anglès més gran del món?

737. S2ET: No, això no ho sabia. Però no em sorprèn.

738. Coral: Sabies que aquests resultats van mostrar que Espanya encara té el mateix nivell de domini d'anglès que fa una dècada?

739. S2ET: Doncs no ho sabia, i de fet no m'ho esperava. És clar, això és a nivell de tota Espanya, però dins de l'Escola 2 això no es compleix. El nivell d'anglès dels nostres alumnes no és el mateix que fa 10 anys, ara és molt millor.

740. Coral: Finalment, sabies que aquests resultats van mostrar que Espanya és un dels països de la Unió Europea que ocupa les últimes posicions d'aquest rànking, segons Europa Press?

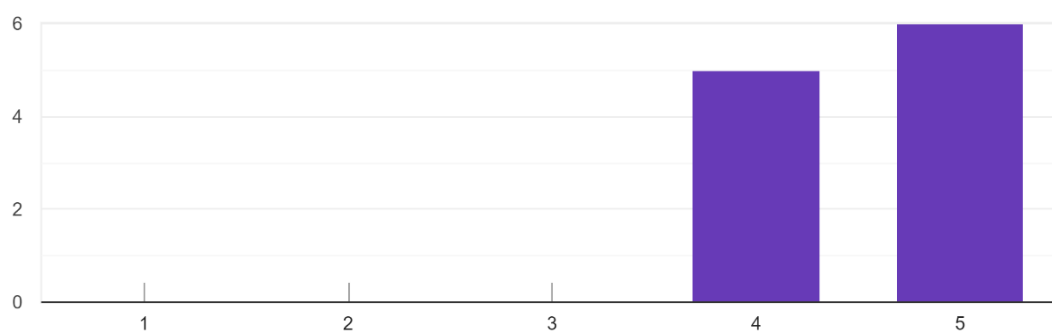
741. S2ET: Sí. Bé, no sabia que era segons Europa Press, però si viatges pel món, es veu de manera molt evident. Al sud de França potser encara no, però països com Suïssa, Alemanya, Àustria...Itàlia potser no tant. I Anglaterra, no cal ni dir-ho. És un fet innegable. En aquests països, fins i tot hi ha gent gran que et parla i et contesta en anglès. Aquí a Espanya no hi ha hagut gaire inversió en educació i, al final, això també afecta. En aquest sentit, no ens podem comparar amb altres països.

742. Coral: Doncs fins aquí l'entrevista. Moltes gràcies per haver-me atès!

Annex 15: Liking of English of English teachers

Figure 9

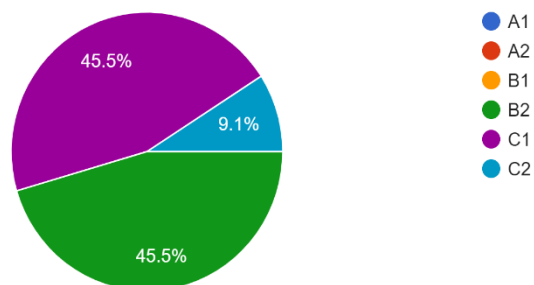
Liking of English of English teachers



Annex 16: English level of English teachers

Figure 10

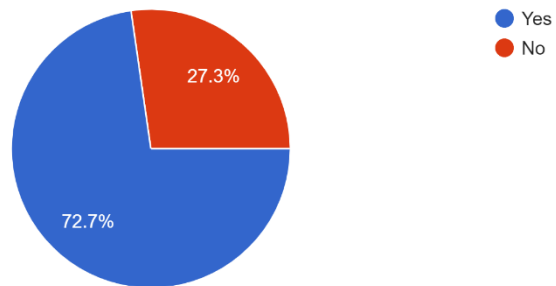
English level that English teachers have or consider to have



Annex 17: Possession of official certificates in English

Figure 10

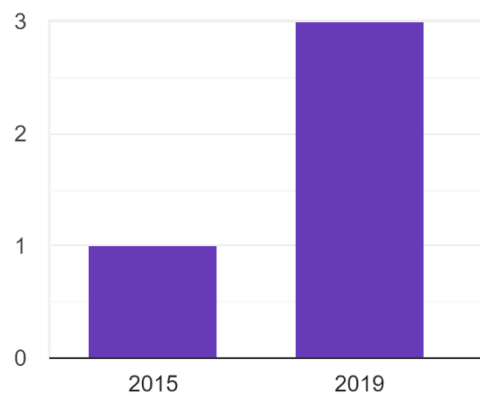
Possession of official certificates in English



Annex 18: Date of obtention of certificates in English

Figure 11

Date of obtention of certificates in English



Annex 19: Realisation of specialisation courses

Figure 12

Realisation of specialisation courses

