

The Provision of English as a Foreign Language during Transition from Primary to Secondary
School in the Classrooms of Catalonia

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LAALCM Master's Thesis

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Abstract

In the field of education, transition from primary to secondary school has been a matter of concern for many years because it is usually followed by a drop in student achievement and motivation. It has been claimed that this drop in attainment is more likely to be related to the nature and quality of primary and secondary schooling and to the organization of the transition process than to students' ability. The focus of this research is on the provision of English as a foreign language during the transition from primary to secondary school in the context of Catalonia and aims at analyzing and discussing how first year English secondary teachers and first year secondary students experience transition. 28 EFL students were interviewed during their last year of primary education (2011/12) and two to three months after transfer to secondary school (2012/2013). The 28 EFL students' primary English teachers and their secondary English teachers were also interviewed. It was found that there is insufficient contact between primary and secondary education in order to discuss and ensure curriculum continuity and build on pupils' previous attainment. The teacher interviews also revealed the existence of very different teaching cultures in the two phases, going from a focus on oral skills and vocabulary in primary education to a focus on the explicit teaching of grammar and written accuracy in secondary education. The analysis of the student interviews also showed that pupils experience this change of teaching focus as too abrupt.

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The Provision of English as a Foreign Language during Transition from Primary to Secondary School in the Classrooms of Catalonia

Introduction

There are many transitions during a pupil's school career but it is widely accepted that the transition that has the greatest impact on students is the transfer from primary to secondary education (Antúnez, 2005; Galton, Morris & Pell, 2000; Hunt, Barnes, Powell & Martin, 2007; Jones, 2009). This transition is especially problematic since it often coincides with the transition from childhood to adolescence (Simmons, Burgeson, Careton-Ford & Blyth, 1987; Lledó & Martínez del Río, 2005; McGee, Ward & Gibbons, 2003). However, even though transition may have a common meaning in most countries, the ages at which it takes place may differ substantially from one country to another (Delacroix, A. M., 2009). Nonetheless, this transition is seen as problematic in most countries because there is often a decline in achievement regardless of the age at which this transition takes place (McGee et al., 2003²). Moreover, the degree to which students experience difficulty following transition is strongly correlated with their likelihood of school dropout (McGee et al., 2003).

It appears that the drop in attainment experienced after transfer to secondary school is more likely to be related to the nature and quality of primary and secondary schooling and to the organization of the transition process than to students' ability. Taking into account all of the evidence gathered so far, studying the transition from primary to secondary education becomes of critical importance. In the following section, the international literature and research available on transition from primary to secondary education will be explored. Next, a section will be devoted to the analysis of the transition period regarding the provision of foreign languages both internationally and in the Spanish and Catalan contexts.

² McGee's claim is based on the work of Barone, Aguirre-Deandris & Trickett, 1991; Bridging the gap, 1998; Carvel, 2000; Collins & Harrison, 1998; Galton, Gray & Ruddrick, 1999; Mizelle, 1995; National Center for Education Statistics, 1995; Office of Her Majesty's Chief Inspector of Schools, 2002.

Literature Review

Transition from Primary to Secondary School

Primary schools tend to offer a largely child-centred approach to teaching, in a home-room and mostly with the same teacher or tutor (McGee et al., 2003; San Fabián, 2004). In contrast, first year secondary students have to adjust to a new teaching environment which includes adapting to a larger secondary school, having a different teacher for each subject, usually in a different room, and coping with new forms of curriculum organization and delivery (McGee et al., 2003; San Fabián, 2004). In this sense, transition to secondary school invariably includes a period of adjustment where students usually have mixed feelings of anxiety and excitement (McGee et al., 2003; Braund & Driver, 2005). However, in spite of the stress associated with the transition from primary to secondary, McGee et al. (2003) point out that most students usually look forward to secondary school, expecting work to be more challenging and interesting and looking forward to making new friends and learning new subjects. Research has also shown that most children view transition positively and adjust to the new school environment approximately within six months (Mertin, Haebich & Lokan, 1989). However, in spite of this reasonably quick adjustment to secondary school, student attainment and motivation have been claimed to be negatively affected during transition even when pupils settle well (Galton & Ruddock, 1999). As mentioned previously, it has been stated that this drop in attainment is more likely to be related to the nature and quality of primary and secondary schooling and to the organization of the transition process than to students' ability (Antúnez, 2005; Gairín, 2005; Lledó & Martínez del Río, 2005; McGee et al., 2003). Three main issues emerge recurrently in the international literature as the main causes for the similar drop in attainment and motivation found in different cultural contexts during transition (Antúnez, 2005; Braund & Driver, 2005; Hunt et al., 2007; Jones, 2009; McGee et al., 2003): *lack of curriculum continuity and failure to build on the pupils' previous knowledge, different teaching styles in the two phases and lack of appropriate liaison between schools including poor transfer of information*. All of these issues will be explored in the following sections.

Lack of curriculum continuity and failure to build on the students' previous knowledge. Any curriculum designed to cover primary and secondary compulsory education should allow for continuity and progression (Braund & Driver, 2005). However, research on curriculum continuity indicates that there are inconsistencies and gaps in subject content and unnecessary differences in teaching and learning practices (Hunt et al., 2007; Jones, 2009).

While most schools seem to have well-established protocols in terms of administrative and bureaucratic liaison between primary and secondary schools, very little effort is expended on addressing curriculum continuity and progression between the two phases or on exploring the different teaching styles and pedagogies found in primary and secondary and how this may have an impact on pupils' learning (Braund & Driver, 2005; McGee et al., 2003). Another issue of concern is that there appears to be a complete ignorance of each others' schemes of work and teaching strategies, which often results in secondary teachers repeating work already covered in primary education, thus ignoring any previous attainment (Jones, 2009).

The issue of work duplication without sufficient advance in challenge and using almost identical procedures has been repeatedly reported in the international literature on transition (Bolster, Balandier-Brown & Rea-Dickens, 2004; Hunt et al., 2007; Jones, 2009; Capel, Zwozdiak-Myers & Lawrence, 2004). According to Capel et al. (2004), work repetition uncovers a tendency on the part of secondary teachers to mistrust the information they have been given about the levels of pupils at primary school. In this sense, it appears that secondary teachers are wary of their colleagues' judgements and prefer to rely on their own diagnosis. Capel et al. (2004) highlight how the information exchanged about pupils' knowledge may not be perceived as relevant and how it is rarely used effectively to plan curriculum continuity. Furthermore, mistrust claims are usually behind secondary teachers' justification for starting from scratch when planning new learning (Braund & Driver, 2005). Another reason reported by secondary teachers to justify a "fresh start" approach is that they are faced with quite a diverse intake in the first year of secondary education. Children come from a variety of feeder primary schools, with different levels of attainment; therefore, teachers tend to start everyone off at the same place regardless of previous achievement (Huggins & Knight, 1997; Galton & Ruddock, 1999).

Curriculum continuity and building on the students' previous knowledge are of critical importance in order to ensure a smooth transition. As pointed out by Capel et al. (2004), primary and secondary teachers should become familiar with the curriculum that pupils have followed prior to transfer and will follow after transfer if learning is to be progressive. At the same time, it appears that teaching pedagogies may be too different in these two phases of compulsory education (McGee et al., 2003; San Fabián, 2004). Teaching styles in the primary-secondary divide will be explored in the next section.

Different teaching styles in the two phases. Drawing from the work of Pointon (2000) and Hargreaves & Galton (2002), Braund & Driver (2005) highlight how children are challenged and find it hard to adjust to the different learning environments, teaching styles

and teachers' language found in secondary schools. Braund & Driver (2005), analyzing the work of Eccles & Midgley (1989), Roderick & Camburn (1999) and Wigfield et al. (1991), claim that these studies make a direct link between a decrease in pupil motivation and subject performance and the change of learning environment that takes place during transition. In this sense, teachers from both phases should become familiar with each other's teaching pedagogies in order to adapt their teaching styles to ensure a smoother transition. Furthermore, McGee et al. (2003) suggest that prior to transfer students also need to be held more responsible for their learning, to be taught about strategies for learning on their own, and to be provided with a more challenging curriculum, with clear goals of academic achievement.

The lack of mutual knowledge in terms of curriculum contents and teaching approaches in primary and secondary education suggests that the current linkages between primary and secondary schools, together with information exchange protocols, may not be very efficient. These issues will be explored in the following section.

Linkages between schools and transfer of information. Liaison arrangements between teachers of contributing and receiving schools are not very common, and linking arrangements focused on the learning progression of individual children are even less common (McGee et al., 2003). Furthermore, internationally, the literature reports problems with the transfer of information and the documentation of student achievement between schools (McGee et al., 2003). McGee et al. (2003), drawing from the work of Galton & Wilcocks (1983) and Mizelle & Mullins (1997), point out how documentation is often received by secondary schools from the pupils' prior school but not utilised, either because it did not get to the classroom teacher, or because it was ignored. Both Capel et al. (2004) and Huggins & Night (1997) have highlighted the importance of subject records from primary schools actually going to the subject specialists who will teach pupils in secondary school. In contrast, the usual practice is for records to go to the secondary school head and these records hardly ever reach subject specialists (Huggins & Night, 1997). According to this information, it appears that current linkages between primary and secondary schools together with information exchange protocols are not as effective as expected, a fact that undoubtedly has an impact on the quality of the transition process.

As mentioned previously, an effective organization of the transition process is vital in order to guarantee continuity and progression for learning. It is important to point out that in spite of the organizational problems associated with transition, in most of the studies explored, both primary and secondary teachers acknowledged the importance of working

collaboratively in order to reduce the impact of the current issues on students' progress and achievements; however lack of time and absence of well-established collaborative protocols were also regarded as serious obstacles (Jones, 2009; Huggins & Night, 1997; Hunt et al., 2007; McGee et al., 2003). In the next section, a review of the current literature and research available in terms of the transition regarding the provision of foreign languages will be provided.

Transition Regarding the Provision of Foreign Languages

Transition regarding specific subjects has been under-researched, including the provision of foreign languages. As pointed out by Jones (2009), transition needs to be carefully planned, especially for languages, because of the particular teaching and learning challenges that they pose and because of their variable provision in some countries. In spite of the dearth of literature and research on this topic, the few international studies available have reported the same issues found in the general literature: gaps and inconsistencies in the curriculum and failure to build on the pupils' previous work, different teaching styles and lack of appropriate liaison between schools including poor transfer of information (Bolster et al., 2004; Bolster, 2009, Hunt et al., 2007; Jones, 2009).

Curriculum continuity or “fresh start”. For foreign language teaching the issue of continuity is crucial, particularly in formal settings. It has been claimed that learning a language from an early age does not provide an advantage over those who start later unless it is followed by very well designed foreign language instruction which builds on previous learning (Hunt et al., 2007). However, such continuity rarely exists. Bolster et al. (2004) and Bolster (2009) have pointed out that in year 7, modern foreign language teachers in the U.K. usually receive multi-level and mixed-ability students. This fact together with the lack of liaison, lack of information, lack of assessment and recording at primary usually means that students' prior learning is completely ignored and that teachers choose to apply a “fresh start” approach (Bolster et al., 2004; Bolster, 2009; Jones, 2009). However, continuity is essential for children's motivation and progression in their language learning. In secondary school, students can become disenchanted with their language study, especially if the subject is perceived as repetitive, non-progressive and difficult (Jones, 2009).

Different foreign language teaching styles in the two phases. Different teaching styles and lack of mutual knowledge about the provision of foreign languages in the two phases both in terms of curriculum and pedagogical approach have been reported by Jones (2009). Drawing from classroom observation, Jones (2009) highlights how in primary

education there was a predominance of oral and aural activities and scarce writing practice. In contrast, in secondary classes, explicit attention was paid to pronunciation and to establishing grammatical patterns (Jones, 2009). Jones (2009) also pointed out how most of the primary and secondary teachers in her study had little or no knowledge about the language provision at the other level, which led to many mutual misconceptions. Among the misconceptions reported by Jones (2009), the opinion expressed by the following primary teacher summarizes quite well the lack of understanding of the primary context by secondary teachers (Jones, 2009, p.31):

A lot of secondary teachers seem to perceive what we do as just playing; they don't see a lot of the grammar we put in and also what levels the children come out at.

Likewise, Jones reported a similar lack of understanding of the secondary context by primary teachers, as expressed in the opinion of this secondary teacher regarding foreign language provision in primary (Jones, 2009, p.36):

They don't seem to believe that writing could be helpful and only focus on speaking activity. The children come to us with very little idea about how what they have learnt relates to the written form. We have to quickly deal with that.

A lack of written accuracy observed in first year secondary students has also been reported by Bolster et al. (2004).

Drawing from the scarce literature available on transition regarding the provision of foreign languages, very different teaching cultures and learner expectations in the two phases exist; most teachers have little knowledge of what is covered in the other phase, or about the teaching methodologies and approaches followed by their colleagues. Lack of time and resources are usually perceived by teachers in the two phases as the main obstacles (Jones, 2009). In the next section, a review of the current research and literature available in relation to the transition period in Spain and Catalonia regarding the provision of foreign languages will be provided.

Transition in Spain and Catalonia

Since the implementation of Compulsory Secondary education (E.S.O) in 1996, the issue of providing a good sequencing of the curriculum across the two phases of compulsory education has become of critical importance. Similar findings to the ones reported in the international literature have also been associated to the transition from primary to secondary in Spain. For example, San Fabián (2004) has also reported a drop in attainment following

transition, and most of the difficulties associated with this period have also been attributed mainly to how transition is organized (Antúnez, 2005; Gairín, 2005; Lledó & Martínez del Río, 2005). Different teaching styles (Gairín, 2005; Lledó & Martínez del Río, 2005) and scarce arrangements regarding curriculum organization and continuity between primary and secondary schools are also common findings present in the Spanish literature and research on transition (Gairín, 2005). Furthermore, Antúnez (2005) points out how transition is more problematic in state schools, where there is an actual shift of school following the transfer to secondary education, as opposed to private or semi-private schools where both phases may take place in the same centre.

In Catalonia, a series of general transition guidelines between primary and secondary schools are established in an official document released by the Catalan Department of Education, which was last updated in June 2012³. This document states that the management teams of primary and secondary schools have to plan some sessions in order to work together towards ensuring the necessary continuity and coherence across the primary and secondary phases. However, this document only offers some very general guidelines, a fact that implies that schools can have variable transition arrangements. Furthermore, only the management teams are required to be involved in this process, with the implication that teachers of specific subjects are unlikely to have an opportunity to discuss issues concerning their pupils' previous attainment or issues regarding curriculum continuity of the specific subject they teach. In this sense, it appears that also in the Catalan context there is a far from well-established transition protocol common to all schools with well-defined objectives which go beyond a purely administrative transfer of information.

Very few studies have been carried out in Spain or Catalonia concerning the impact of transition on the provision of foreign languages (Delacroix, A. M., 2009; Megías, 2009; Olano, 2005). Nonetheless, similar findings to the ones reviewed in the international literature have also been reported. For example, it has been claimed that secondary English teachers do not feel well informed about the teaching methodology for foreign languages followed in primary schools and how to construct continuity in secondary (Megías, 2009). Furthermore, teaching styles and curriculum targets appear to be quite different in the two phases, with an emphasis on play and oral skills in primary which contrasts with the more academic four-skill

³ Generalitat de Catalunya. Departament d'Ensenyament. (2012). *Document per a l'organització i el funcionament dels centres públics d'educació secundària*. Retrieved from <http://www20.gencat.cat/portal/site/ensenyament>

approach followed in secondary, a change that students generally perceive as too abrupt (Olano, 2005).

Taking into account all of the concerns mentioned above, the current study has been designed with the aim of shedding some new light on the transition from primary to secondary school in the Catalan context, with a special focus on the provision of English as a foreign language. To my knowledge, this is the first transition study in Catalonia that has followed the same group of EFL students during their last year of primary education and their first year of secondary education.

Research Questions and Methodology

This research has two main aims. The first is to analyze how first year English teachers handle and view first year of E.S.O teaching. The second goal is to gain a broader understanding of how students manage and experience the transition period, particularly regarding the provision of English as a foreign language. For the purpose of this study, the following research questions have been formulated:

RQ1. How do English teachers manage and view first year of E.S.O. teaching?

RQ2. How is transition handled and experienced by first year secondary students?

Research Context

The current research is based on a total of 75 interviews, 56 of which correspond to pupil interviews, 7 to their primary English teachers, and the remaining 12 to their secondary English teachers.

The 28 EFL students in this study were originally part of another longitudinal investigation, the English Language Learning in Catalonia (ELLiC) study, which arose from a larger cross-country comparison study, the ELLiE (Early Language Learning in Europe) project, which followed groups of primary school pupils from seven European countries during three years (Croatia, England, Italy, Poland, Spain, Sweden and the Netherlands) and aimed at providing insight of the policy and implementation processes for early foreign language learning (FLL) programmes in Europe (see Enever, 2011). For the ELLiC study, five different primary state schools in Catalonia were approached and data concerning the 28 FL learners' perceptions of their learning experiences were collected by means of annual interviews during their 6 years of primary education. When the students reached grade 6 (school year 2011/12), the yearly interview was slightly adapted to include some questions in relation to the students imminent move to secondary education. After completing their last

year of primary education, the 28 EFL students transferred to 8 different secondary schools and were interviewed a second time once they had settled in their secondary schools after 2 to 3 months.

Participants

As summarized in *Table 1*, this study has a total of 47 participants, specifically, 28 EFL students, their 7 sixth grade primary English teachers and their 12 secondary English teachers. At the beginning of the study (2011), all of the pupils were between 11 and 12 years of age (6th grade). Both their primary and secondary English teachers were between 30 and 50 years of age.

Students (S) n=28		Primary English Teachers(PT) n=7		Secondary English Teachers (ST) n=12	
Male	Female	Male	Female	Male	Female
14	14	0	7	3	9

Table 1 Distribution of the participants of the study

Primary Schools (2011/12)

As mentioned previously, the 5 primary schools and the 28 EFL pupils participating in this research were originally selected for the ELLiC study. All of the primary schools (PS) were state schools located in areas with similar socio-economical characteristics and were approached based on a convenience sample. During sixth grade, the students were taught the subject of EFL 3 hours a week. In PS4 students had an additional two hours a week of CLIL provision in English.

Secondary Schools (2012/2013)

As mentioned above, after completing their last year of primary education the 28 EFL students of the study transferred to 8 different secondary schools (SS), 6 of them state schools (SS1, SS2, SS3, SS5, SS6 and SS8) and 2 of them semi-private secondary schools (SS4 and SS7). In most cases, students coming from the same feeder primary school have been placed into two or three different classes taught by different English teachers.

All of the participating secondary schools follow the 3 hours a week of standard provision of English as a FL, with variable provision of quarterly optional English expansion or reinforcement subjects. In most of the schools, 1 out of the 3 hours of English provision is a B hour, where the whole class is split into two groups; therefore teachers deliver the same

lesson twice a week but only to half of the students each time. *Figure 1* shows the distribution of the 28 EFL pupils according to feeder primary school and English primary teacher, transfer secondary school and English secondary teacher for the school years 2011/12 and 2012/13.

Instruments and Procedure

Data for this study were obtained by means of student and teacher interviews. The interviews were conducted by my two supervisors, Dr. Carmen Muñoz and Dr. Elsa Tragant, and myself.

School Year 2011/12 - 6th Grade Student and Primary Teacher Interviews. The ELLiC student interview was slightly adapted in 6th grade to include 3 questions in relation to the transition to secondary school they were about to experience. Specifically, the students were asked if they were looking forward to starting secondary education, what they thought English lessons would be like and how they thought they would perform in English (see appendix C). The 28 EFL pupils were interviewed and tape-recorded in their primary schools during the months of May and June 2012 by my two supervisors. On average, the interviews were 25 to 35 minutes long. Data gathered from the 6th grade primary English teachers come from the ELLiC project teacher interviews themselves. These interviews were also conducted and tape-recorded in each of the primary schools by Dr. Muñoz and Dr. Tragant during the months of May and June 2012 and were 35 to 45 minutes long on average. Primary teachers were mainly asked questions about their teaching methodology and concerning the English level of their 6th grade primary students (see appendix A).

School Year 2012/13 - Secondary Student and Secondary Teacher Interviews. A new interview for the now first year secondary students was designed in order to elicit data concerning the 28 EFL pupils' feelings and experiences 2 to 3 months after their transition to secondary school. The student interviews in SS2, SS3, SS4 and SS7 were conducted by Dr. Muñoz and Dr. Tragant. I conducted the interviews in SS1, SS5, SS6 and SS8. The interviews consisted of 22 questions divided into three different sections. In the first part, the students were asked 6 questions regarding transition to secondary school in general terms. This was followed by 11 questions regarding English lessons in secondary. The last 5 questions referred to their memories of English lessons from primary education (see appendix D). The first year secondary student interviews were 20 minutes long on average. Prior to the interview sessions, I familiarized myself with the interviewing style Dr. Muñoz and Dr. Tragant had followed during the 2011/12 student interviews by listening in detail to the recordings.

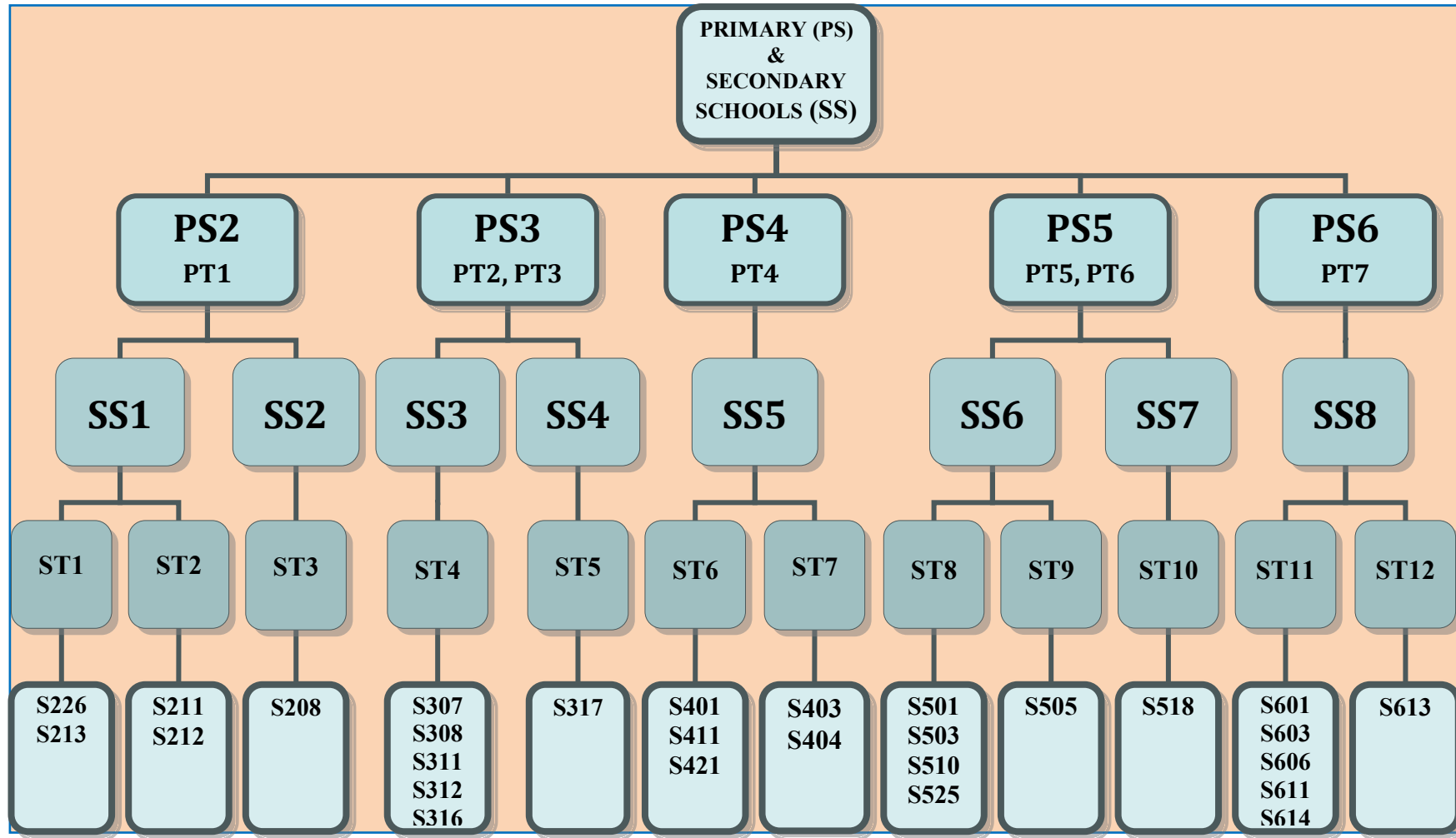


Figure 1. Distribution of the 28 EFL pupils according to feeder primary school and primary English teacher, transfer secondary School and secondary English teacher for the school years 2011/12 and 2012/13⁴

⁴ The 28 EFL pupils' numerical codes come from the ELLiC project and are preceded by an S (student). The primary teachers' codes start with PT and are followed by 1 to 7 (e.g.: PT1...PT7). The secondary teachers' codes start with ST and are followed by 1 to 12 (e.g.: ST1...ST12). The numerical codes for the primary schools come from the ELLiC project and are preceded by the letters PS. The codes for the secondary schools start with SS and are followed by 1 to 12 (e.g.: SS1...SS12).

In terms of the design of the first year secondary teachers' interview, some of the questions were directly inspired by a UK online survey on transition (Burns, A. & Richards J.C., 2012⁴). A total of 14 questions were designed in order to elicit the secondary teachers' perceptions and views about first year secondary students and their level of English, among others. Some questions in relation to their knowledge of the teaching methodology followed in primary education and about any liaison arrangements between the secondary schools and their primary feeders were also included (see appendix B). Each of the secondary teachers participating in this project were interviewed and tape-recorded in their secondary schools during 40 to 50 minute sessions. In order to achieve a homogeneous interviewing style, before I conducted the teacher interviews myself, I attended three teacher interviews with my supervisors.

Data Coding Process

A total of 56 student interviews comprising the school years 2011/12 and 2012/13 were transcribed using *Express Scribe* transcription software. Likewise, the 7 primary teacher interviews and the 12 secondary teacher interviews were transcribed using the same software.

After completing the transcriptions, all of the interviews were coded and analyzed using NVivo 2.0 software. Free nodes and tree nodes were created and expanded adding new sibling and child nodes for cross-reference purposes, thus allowing me to establish thematic relationships within the data available. One of my supervisors also read and coded independently 8 of the interviews for inter-coder agreement purposes.

Data Analysis and Discussion

As mentioned in the previous sections, the data analyzed for the purpose of this research consists of a total of 75 interviews, 56 of which correspond to pupil interviews, 7 to their primary English teachers, and the remaining 12 to their secondary English teachers. In the next sections, I will analyze and discuss the main findings in relation to the two research questions proposed for this study. See appendix E for the original participant quotations in Catalan.

RQ1. How Do English Teachers Manage and View First Year of E.S.O Teaching?

In this section, special attention will be paid to the secondary English teachers' general views of first year secondary students and their English level, their teaching methodology and

⁴ Burns, A. and Richards, J.C. (2012). *Transition in ELT*. SurveyMonkey
Retrieved from : <http://www.surveymonkey.com/s/TransitioninELT>

their knowledge of the contents and teaching approach followed in primary education. The findings reported in this section are mainly based on the secondary teacher interviews, which were the ones specifically designed to study the transition period. Nonetheless, the analysis of the primary teacher interviews taken from the ELLiC study has allowed me to gain a greater insight of this period, and I will direct your attention to those in some relevant cases. A final section about liaison arrangements between the primary and secondary schools in this study, transfer of information and support provided to first year students has been added at the end of this section in order to analyze how effective current linkages between the primary-secondary divide are.

Secondary English teachers' general views of first year secondary students and their English level. The 12 secondary English teachers in this research were asked to describe how they viewed first year secondary students. The overall vision was that first year students are still very “child-like”, with “lively” and “cheerful” being two of the most repeated adjectives used to describe them. Most of the teachers also stressed how “receptive”, “participatory”, “spontaneous” and “playful” first year students are, traits that seem to vanish in the following school years as they grow older. Typical teacher comments in this regard were:

I love the spontaneity and enthusiasm of first year students; later on they lose it a little bit. In first year they are not embarrassed, in fact they all want to participate, sometimes even too much. (SS4, ST5)

They are still very young, these groups are very dynamic, they have many ideas, they are also very spontaneous, they like doing everything, drawing, singing... (SS6, ST8)

The need to reinforce classroom routines and teach learning and study techniques to first year students was also stressed unanimously by all teachers, since first year students appear to be far from autonomous yet. Most teachers agreed on the fact that they needed to be very “patient”, “firm” and “consistent” with first year students, which some of them said can become quite “exhausting”:

It is a tough year, there may not be any disciplinary problems as in third or second year, but students are a bit overwhelming. They are demanding in the sense that they ask you questions all the time. Everything has to be linked to the teaching of habits, and of course this can be very exhausting. (SS1, ST1)

They need very strict rules; you cannot leave rules out. (SS8, ST12)

Probably because teaching first year secondary students is described as “exhausting”, it appears that this year is not very popular among secondary teachers and 10 out of the 12 teachers in the study mentioned that they preferred to teach older students. When asked about their workmates’ preferences, they all answered that in general, secondary English teachers preferred to teach higher levels:

It is not a year for which there is a lot of competition. (SS1, ST1)

Many teachers do not want to teach first year because it is exhausting since you need to keep on motivating them all the time. (SS8, ST11)

After exploring these more general aspects about teaching first year secondary students, we asked the secondary English teachers specific questions about teaching English as a FL to first year students. 9 out of the 12 secondary teachers thought that most students started secondary education with a very low command of English in spite of having had English lessons during at least the previous six years of primary education. Teacher comments in this regard revealed some mistrust in relation to the quality of the work carried out in primary education and also the fact that secondary teachers had very clear, high expectations regarding the English level students should have achieved by the end of primary education:

I think that we should really reconsider English in primary because, in general, primary kids have a very low level. In my opinion, if they start in first of primary you should be able to notice this difference and you don’t. (SS8, ST11)

Similar secondary teacher perceptions about the quality of the work carried out in primary education have been reported by Jones (2009). Furthermore, 3 out of the 12 secondary teachers in this study thought primary English teachers were to blame for the low English level of the students, either because of their own very low command of English or because they might not have been primary English specialists:

Sometimes, I have found gaps in knowledge from the English lessons they have had in primary, I don’t know if they are English specialists, but sometimes I find it difficult even to recycle [their learning]. Maybe in primary they should reinforce the English level of the teaching staff, especially in terms of expressing yourself in the language. (SS6, ST8)

Likewise, one of the secondary teachers in Jones’ study (2009) emphasised how she often had to “unteach” incorrect French which she thought had been taught incorrectly at primary school.

When referring specifically to the deficiencies secondary English teachers observed in first year students, 11 out of the 12 teachers unanimously claimed that the main problem was

their lack of grammatical knowledge, which extended to the skill of writing. More specifically, they had observed that students found it hard to structure grammar and turn it into written discourse. Poor metalinguistic awareness, which resulted in a lack of accuracy, was also mentioned:

The most formal aspect of the language, this is probably where they have more difficulties, knowing where to place a preposition, the right tense, knowing that here goes *some* and *any*... (SS5, ST6)

When they have to start structuring all of their grammatical knowledge, this is difficult for them. (SS6, ST8)

A lack of written accuracy observed in first year secondary students has also been reported by Bolster et al. (2004) and Jones (2009) in the UK context. Furthermore, another major issue pointed out by most of the teachers was a very poor pronunciation in English especially when it comes to the skill of reading aloud:

Many are very bad at reading. Sometimes they start reading and I think to myself ‘poor kid’, word by word they look at me to see if they are saying it right. (SS1, ST2)

In spite of these deficiencies, there was a general consensus that first year students’ main strengths were their willingness to participate, oral comprehension and vocabulary knowledge, which are indeed some of the most practiced areas in primary education. Interestingly, the secondary teachers’ poor assessment of their first year students’ English level contrasted with the primary teachers’ perception of their students’ achievement by the end of primary education. At the end of 6th grade, the 7 primary English teachers from the ELLiC study were asked the question “How satisfied are you with the English your students have learnt this year?” 5 out of the 7 primary teachers stated they were quite satisfied giving their students an overall mark between 6 and 8 out of 10. The analysis of the primary English teacher interviews also confirmed that they devoted from 70 to 90 percent of the lesson time to listening and oral activities such as songs or word games, whereas only 10-30 percent of the time was devoted to the teaching of grammar:

We do many listening [activities] almost every day. (PS2, PT1)

In sixth grade we have done the *past simple* a little bit. But that was last term; this term we haven’t done any grammar. (PS3, PT2)

This finding is in line with Jones’ claims (2009), who, drawing from classroom observation, found that there was a predominance of oral and aural activities in primary with scarce gap-

filling activities, copying or simple writing of phrases to practise writing skills. In contrast, in secondary classes explicit attention was paid to pronunciation and to establishing grammatical patterns. Likewise, Olano (2005) mentioned that the main targets of the primary English teachers in her study were vocabulary and the development of oral comprehension and speaking skills.

According to this information, there exists a clear discrepancy in terms of curriculum targets and student assessment, or how well prepared teachers from both sides think their students are to face secondary education. Even though secondary teachers pointed out willingness to participate, oral comprehension and vocabulary knowledge as their first year students' main strengths, they appeared to base their overall assessment mainly on their poor grammatical knowledge and accuracy. However, in most European countries, curricula for foreign languages at the primary phase recommends placing the most effort on listening and oral skills, whereas in secondary education the four communication skills have equal standing (EURYDICE, 2012). In this sense, secondary teachers seem to have unrealistic expectations regarding how much grammar their students should know by the beginning of secondary education, and appear to undermine the amount of effort their colleagues have placed on oral skills. Very different teaching cultures and learner expectations in the two phases have also been reported by Jones (2009).

One other major issue detected through the analysis of the secondary teacher interviews, which was later on contrasted and confirmed by the student interviews, is the fact that although curricula in secondary education is designed following a communicative approach and the four communication skills should be equally practiced, the secondary English teachers in this study claimed that a minimum of two thirds (and in some cases, up to 100 percent) of the weekly English standard provision was devoted to grammar explanations, grammar practice and exercise correction. Secondary teachers appeared to acknowledge with frustration that this was not ideal for learning a foreign language, however, lack of resources, the different levels of English found within the students in each group, and to the greatest extent, the large size of the groups were appointed as the main causes for leaving the practice of oral skills aside:

You need to reach everyone, so you prioritize that they understand [grammar] as soon as possible and you forget a little bit about speaking [activities]; there are children that would find speaking easier, they would do better. (SS1 ST2)

Communicative approach...sure, but with 33 pupils in one group it is very complicated. Any attempt to start a question-answer dialogue turns into a tsunami because that one question activates in 33 people. (SS6, ST9)

This finding is in line with Olano (2005), who also reported a similar feeling of frustration on the part of secondary English teachers, basically due to the big number of students per group. The secondary English teachers in Olano's study also focused mainly on oral and written comprehension as well as writing. As in our study, Olano (2005) found that oral activities were mainly reduced to reading aloud. In this sense, this greater grammatical focus followed in secondary undermines what first year students have achieved during primary education, therefore an opportunity to build on the students' previous language learning experience when it comes to oral skills in the foreign language is lost to a great extent. According to this, there appears to be no curriculum continuity but rather an abrupt break, going from a mainly "oral" approach with a focus on the acquisition of vocabulary and the development of oral comprehension and speaking skills to a quite different approach with a focus on written accuracy, where oral skills are mainly reduced to reading aloud. Furthermore, secondary teachers' high expectations on how much English and, in particular grammar, their first year students should have learnt through primary education reveal that they may have little knowledge in terms of the contents and teaching methodology followed in primary. In the next section, a summary of the secondary teachers' knowledge and beliefs regarding the provision of English in primary education will be provided.

Secondary English teachers' knowledge of the contents and methodology followed in primary education. Specific questions were asked to find out about the secondary teachers' knowledge of books, materials and teaching methodology followed in primary. 10 out of the 12 secondary teachers claimed that they did not really know what the approach was in primary education making comments such as "in terms of methodology...actually, I don't really know if there are many differences" (SS3, ST4); "I have no idea about the books" (SS6, ST9). The general opinion was that English lessons in primary might focus mainly on learning through play, songs and games and with a greater variety of materials:

I think that in primary they work on the more playful side of the subject, so it must be about teaching through making the students play, through stories, through participation, through moving around, group work, projects...and here it is a bit more formal of course, learning is more formal. First, because groups are quite big, therefore the possibility of moving around is minimal, and books are more intense in terms of content. (SS5, ST6)

Only 2 of the secondary teachers were familiar with the materials and methodology followed in primary mainly because they have children of their own in this phase of compulsory education:

Books are quite different in primary, they have many colours, letters are bigger and there are many songs which are quite child-like. Once they start first year, they encounter a serious book with things that happen in real life, news. It's thicker, more grammar. (SS8, ST11)

Lack of knowledge about the provision of foreign languages in the two phases both in terms of curriculum and pedagogical approach have also been reported by Olano (2005), Jones (2009) and Megías (2009). However, in spite of showing scarce knowledge about the contents and methodology followed in primary, secondary teachers did not seem too concerned about this fact because they have their own initial assessment measures, and also because the main approach in first year seems to be to teach English from scratch, at least from a grammatical point of view. In secondary schools, it is common practice to pass a diagnostic test at the beginning of the school year to assess the students' level of competence in English at that point. Furthermore, books have a starter unit which is a short summary of what they should have learnt in primary. All teachers claimed that they start teaching English from zero in terms of grammar, although they go through the contents a bit quicker and cover more ground. In general, the answer to the question "do you start from scratch?" was "yes" in terms of grammar, but "no" in terms of topics or vocabulary, which appear to revolve mainly around the classics "my school", "my family", or "my town" in both primary and secondary levels. Teaching grammar from scratch is perceived as a necessary procedure because of the low level these English teachers believe many first year students have. In this sense, it is considered appropriate to do a quick revision of the basics of the language:

In terms of content you start from the beginning, you go quicker and it is more extended. Sentences are a bit longer. A kid that has never studied English could learn, but he/she would have to be quick because for example, you don't find the colours but you do find the family...but grammar, you do start from the beginning. (SS1, ST1)

Teachers were also aware of the fact that starting almost from zero posed many problems, especially for the most advanced kids, usually those who attend private lessons, because they become bored and are held back from their own progress. Applying a "fresh start" approach as a way to tackle the diversity found in first year secondary students has also been reported by other authors (Bolster et al., 2004; Bolster, 2009; Galton & Ruddock, 1999; Huggins & Knight, 1997; Jones, 2009).

The secondary English teacher interviews also revealed some mistrust in relation to student records received from primary, which is why they rely mainly on their own assessment and opt to start teaching English from scratch. Other authors have also reported that the “fresh start” approach uncovers a tendency on the part of secondary teachers to mistrust the information they have been given about the levels of pupils at primary school (Capel et al., 2004). The following section is devoted to analysing the main procedures followed by the secondary schools in this study in terms of liaison arrangements with their primary feeders, transfer of information and support provided to first year students.

Liaison arrangements between primary and secondary, transfer of information and support to first year students. In terms of transfer of student records, 10 out of 12 teachers were aware that there was a meeting at the end of the school year between the primary and secondary management teams. The 2 remaining teachers did not know how this procedure was carried out because they were new members to the school. In some of the schools, this meeting involved first year tutors as well, but never subject specialists from either primary or secondary. After the meeting with the management teams of the two phases, the standard procedure is for student records to be made accessible to all teaching staff, however, the only student records that are carefully looked at and shared during a staff meeting are usually those involving students with special needs. Furthermore, student records from primary are usually looked at with mistrust because “many times numbers don’t match reality” (SS8, ST11). Likewise, ST7 from SS5 claimed:

There is no contact with primary teachers. I wouldn’t mind that, however, this is arguable because many times they [the primary teachers] tell you that students have a very good level and then it’s not like that and the other way round, they tell you they have a poor level and they have a good level.

In terms of English teacher meetings between the two phases to discuss curriculum continuity and pedagogical approach, data showed that only in 3 out of the 12 secondary schools there was some type of contact, however this was minimal, ranging from 1 to 3 sessions per year. Two of these schools, SS4 and SS7, are semi-private schools which involves that both primary and secondary education take place in the same building and belong to the same school; therefore any contact between the two phases is easier. Only one state school, SS3, has contact with primary in terms of teaching approach. In this secondary school, the head of the department together with a few subject specialists chosen by the management team visit their feeder primary schools once a year “to have a chat and see how they work. As a consequence, they have introduced project work in some optional subjects, as in primary”

(SS3, ST4). However, the secondary English teacher in this school had never attended any of these meetings. Similarly, and also in the Catalan context, Olano (2005) reported that there was no contact between primary and secondary schools in her study.

In terms of the support offered to first year students, it was discovered that there are a few transition arrangements that are common practice and are followed by all secondary schools. One of these well-established arrangements is the so called “Open Doors Day”, which is an opportunity for last year primary students and their parents to visit secondary schools and consists of a brief tour through the building. The next welcoming activity is the beginning-of-year parent-tutor meeting, where all parents have the opportunity to meet with their children’s tutor to be informed about secondary education. Soon after this, individual parent-tutor meetings take place in order to discuss each student’s individual progress. It is also standard procedure to provide special support and reinforcement seminars to those students with special needs. Apart from these aspects, no other support is offered to first year secondary students.

After discussing how first year secondary English teachers manage and view first of E.S.O teaching, I will now analyze how transition from primary to secondary education is handled and experienced by first year secondary students, especially with regards to the provision of English as a foreign language.

RQ2. How is Transition Handled and Experienced by First Year Secondary Students?

In order to assess how the 28 EFL primary students in this study felt about their eminent move to secondary education, the 6th grade student interviews were analyzed first. Specifically, I studied in detail the students’ answers to whether they were looking forward to starting secondary education, what they thought English lessons would be like and how they thought they would perform in English. It was found that only 12 out of the 28 pupils were really looking forward to starting secondary education. Specifically, 5 of the students viewed it as an opportunity to “meet new people” and “make new friends”; 3 mentioned “becoming more independent” and “having more rights”, 4 other pupils were looking forward to “learning a lot more” and 2 “looking forward to a change”. Some of the most enthusiastic comments came from students with older brothers or sisters who were already in secondary education:

Yes, I think it will be an improvement. I have seen my sister and she is learning many more things than we do here. Classes will be more difficult but also more interesting. (S601)

9 out of the 28 pupils had mixed-feelings about starting secondary school. On the one hand, they were looking forward to making new friends but at the same time they were not looking forward to finding it “more difficult”, “having to study a great deal”, “having to do a lot more homework” or “losing some friends”:

Yes and no. I am looking forward to it but I know I will have a lot more homework or we will have more exams. (S614)

Only 2 of the pupils explicitly said they were not looking forward to joining secondary school because they felt very comfortable in primary and they would rather continue there. Data from the remaining 5 students was not conclusive since there were no clear answers to this question.

In terms of what they thought English lessons would be like, all of the students unanimously answered that they expected English lessons to be “more difficult”; however, most of them also thought that they would still do well, apart from 4 students who thought they would actually do worse. 9 out of the 28 students also expected English lessons to be more “serious” and without games:

English lessons will be much more difficult, a lot of homework. I think that we will follow the book; lessons won't be as much fun. (S213)

English lessons will be much more difficult because we won't be playing any games or anything, we will write more. (S311)

In order to analyse the reality of how students had actually experienced the change to secondary education and whether it had matched their expectations, the answers provided by the students during the second series of interviews, which were conducted two to three months after they had started their first year of secondary education, were carefully analyzed. In these interviews, the students were asked to reflect on how they felt about these first months. Referring to all of their subjects, most pupils claimed that in the beginning they had found it a bit more difficult than primary education and how it took them some time to keep up with the pace because of the greater workload:

It's been good. At first, a bit tough because they [the teachers] really stretch you, but now I can keep up with it and I see it in a different light. (S208)

Some students also stressed how in secondary school they were required to carry out classroom work faster and how they did more activities in a shorter amount of time during the lessons. Teachers were also described as being stricter:

Now you have to do things quicker and you do more in less time, but now I've become quicker because I'm more used to it. (S208)

Interestingly, 7 of the students explicitly mentioned how they felt relieved to have found that although it was a bit more difficult it was actually not as challenging as they had anticipated:

It's a bit better than I thought. I thought it would be different, tougher, more homework. (S401)

Better than I expected. I thought it would be much more difficult, but it's like a revision of sixth grade but a bit more advanced. (S603)

Another change that students had perceived was the more impersonal nature of secondary schools because of the greater size of the building and the larger number of students:

In [primary] school, it felt like a big family, you knew everyone, and here it's not like that, everything is different. There are four groups in first year, second year...etc. There are a lot of people. (S213)

Some also stressed the fact that the schedule was different now and how they started school earlier and had more classes in a row:

I feel much sleepier. I don't sleep as much as last year, I start earlier and we have many classes one after the other. (S212)

Another interesting fact is that 26 out of the 28 students felt they were completely adapted at the time these interviews were conducted, that is, two to three months after the beginning of the school term:

At the beginning I was nervous about it, but now everything is normal to me, like primary school but with more people. (S212)

I thought it would be very difficult, for very grown up people but it is like [primary] school. (S312)

When the students were asked if there was anything that had made the change to secondary education easier, 5 of them mentioned family support, 3 other students mentioned having older brothers that told them what secondary education was like, and 13 students claimed joining secondary school with friends from the same feeder primary. When asked about their memories from primary education, 16 out of the 28 pupils students mentioned that they missed some friends and also some of their primary teachers and tutors. To a lesser extent, some of the students stated how they missed the fact that primary education was easier and they had less homework (5 students), and how the schedule was tighter now, including less time for breaks (3 students).

In terms of the English lessons in secondary, 17 students mentioned that they were “quite different” in the sense that they followed the book to a greater extent than in primary and had to do many grammatical exercises. They also stressed how teachers employed a big part of the lesson time in explaining grammatical concepts on the blackboard. As mentioned by the secondary teachers, these students also described the structure of the lessons as mainly revolving around the teaching of grammar and exercise practice, with little or no time devoted to speaking and listening skills:

Here we do many, many exercises and we copy everything; you didn't learn how to write words as much in primary. (S208)

We usually do exercises from the book, we follow the book, and at home we work with another book with exercises as well. The following day we correct the exercises on the blackboard; Most of it is doing exercises and correcting them. (S316)

An interesting fact is that 13 of the pupils seemed to appreciate, at least at this early stage, that the teaching of grammar was more systematic than in primary, a fact that helped them understand the language they were being taught better. They also appeared to have gained a greater awareness of the grammatical structures they were being exposed to, whereas in primary they claimed they were not very conscious about what they were actually learning. The same students stressed that they were quite content with this new focus:

In [primary] school we had to learn songs that later on won't be useful, but here we are learning new words that we didn't learn in primary, which may be useful in the long term. (S403)

[In primary] I did not realize what I was learning and here I do, because they inform you of what you are learning. (S510)

Things are different, we are no longer learning the typical nonsense of 6th grade; in secondary it is more about the verbs, conjugations, pronouns, all of that. (S603)

Although almost half of the students showed a great appreciation for the explicit teaching of grammar, English lessons in primary were also described by 13 students as more “entertaining” and “fun” because they involved games and songs and almost none or no writing. In this sense, these students seemed to miss listening and speaking activities as well as pair work:

Here [in secondary] everything is writing, writing and there [in primary] we listened more, exercises were more oral, in pairs and like that. (S316)

The level was a bit lower but I still like the lessons we had last year because we played many games and we also learnt a lot. (S404)

Probably because the teaching methodology on the two sides appears to be quite different and not a lot of attention is paid to the teaching of explicit grammar in primary, students did not really seem to view first year English lessons as a repetition of the work they had already covered in primary education:

In [primary] school I didn't learn much and here, on the other hand, all of a sudden I have learnt a lot. For example, the verb *to be*, if you don't know it you don't know any English; they did not teach it to us that well in [primary] school. So, you saw examples of *is* and *are* but you didn't really know what they were. What I mean is that I've noticed the change in a short period of time, all the written text I can write now, I wouldn't have been able to write that last year. (S212)

Last year we were very confused with the things that they taught us, and since this year they are teaching us the same then it's not so difficult. (S613)

This year there are more things, they have added more things, if for instance we are studying the *simple present* they teach us more things, it is more detailed. (S411)

In general, the vast majority of students (21) opined that English lessons in secondary were more difficult and challenging than in primary:

When I compare the level it was very low, we would all get a 10 now! If there was something you didn't know you just had to flick through the book a little bit and you would get a 10 or a 9; she would never use the blackboard to explain [concepts] and here she does, it is what she does more often. (S212)

The level is higher [in secondary]; there are many more things to learn. There [in primary] you wrote simple sentences and here you have to write very complex ones. (S208)

In contrast, 7 of the pupils thought that English lessons in secondary were "as easy as in primary", either because they perceived lessons as a revision of the contents from primary or because they attended private English lessons after school.

When the 28 pupils were asked about the activities they found more useful to learn English in secondary education, there was a split in opinion, but the greatest number of pupils mentioned doing grammar exercises from the Activity Book (7 Students). This was followed by teacher explanations and taking notes (6 students) and listening activities (6 students). The next most useful activities mentioned were speaking (4 students) and reading (3 students). Writing (2 students), vocabulary (1 student), and translating words (1 student) were also pointed out by a small minority of the pupils. 2 students answered that it was a combination of all of the different activities they did in class what made them learn:

I think that what really makes us learn is when the teacher explains and then we have to take notes. (S212)

For example, if it's about adjectives, [the teacher] uses the overhead projector and teaches us when to use them, what they are useful for. She teaches it in a way that we understand it. (S213)

In contrast, the activities they claimed to enjoy the most were listening (10 students) and speaking activities including singing songs (11 students):

[I like the most] oral activities...well the listening activities also, because I can listen to the way the English speak. (S316)

Listenings and speaking, when we do oral activities. (S411)

When asked what activities they liked the least the main answers were “doing homework”, “doing too many exercises” and “writing”. A few of the students stated how they found writing quite difficult:

We always do [exercises] and we should do more different things. (S312)

Too much writing...we do a lot of writing; I don't like compositions. (S401)

[I don't like] writing compositions. Writing in English is very complicated to me. (S211)

According to the information analyzed so far, it appears that first year secondary students adapt quite quickly to the new pace and workload found in secondary education. Research on transition has also shown that most children adjust to the new school environment approximately within six months (Mertin et al., 1989). Furthermore, some students in primary had a slightly negative perception about what secondary lessons would be like and felt quite relieved to realize it was not as hard as they had initially anticipated. Through the analysis of the student interviews it was also made evident how pupils experience an abrupt break in terms of the methodology and contents of the English lessons in secondary, finding which is in line with Olano's claims (2005), also in the Catalan context. Interestingly, and contrary to other reports found in the international literature on transition (Bolster et al., 2004; Capel et al., 2004; Hunt et al., 2007; Jones, 2009), most of the students in this study did not perceive the English subject as merely a repetition of the work they had already covered in primary. Even at this early stage of the school term, most of the pupils found English lessons more difficult and challenging because they were being taught more complex grammatical structures and in more detail, a fact that they seemed to appreciate and perceive as very useful for learning a foreign language. In contrast, it was of concern to realize how some students acknowledged they were not really aware of the structures and grammar they had been taught in primary. Nonetheless, in spite of this initial positive attitude towards explicit grammar teaching and exercise practice, 10 students mentioned how they found the amount of lesson

time devoted to grammar excessive and missed the fun and oral practice lesson time from primary, a fact that once more suggests that there are gaps and unnecessary teaching differences in the two phases of compulsory education.

Having discussed the main findings in relation to the first year secondary students in this research, some conclusions will be drawn in the next section.

Conclusions and Recommendations

As in the studies carried out by McGee et al. (2003) and Jones (2009), in the 8 secondary schools in this research, welcoming, induction and settling at the school level appear to be well planned. However, in most of the schools there is no contact between primary and secondary English teachers to discuss issues concerning teaching the foreign language in the two phases. The same findings have been reported in the international literature on transition (Braund & Driver, 2005; Jones, 2009; McGee et al., 2003; Olano, 2005). Furthermore, although in all of the secondary schools in this research student records from primary are made available to all subject specialists, they are not normally taken into account and teachers use their own assessment measures and opt to apply a “fresh start” approach. Moreover, the analysis of the secondary teacher interviews revealed that they appear to have unrealistic expectations regarding how much English, in particular grammar, their first year students should know by the end of primary education. These unrealistic expectations probably stem from their scarce knowledge of the learning targets and teaching methodology followed in primary school. This lack of knowledge leads to discrepancies in terms of student assessment, and while most of the primary English teachers in this study seemed quite satisfied with what their students had achieved by the end of primary education, the secondary teachers claimed that they expected their first year students to know more. However, the analysis of the secondary teacher interviews revealed that they tend to base their overall assessment mainly on the poor grammatical knowledge and lack of written accuracy they claim their first year students have, undermining students’ previous attainment in terms of oral skills.

Another issue of concern that surfaced through the analysis of the secondary teacher interviews is how the large number of students and the very different levels of English competence found within each group push secondary teachers to prioritize curriculum targets, usually opting for an approach which focuses mainly on the teaching and learning of grammar and written accuracy and where the practice of oral skills is basically reduced to reading

aloud. This focus is very far from the 4-skills communicative approach on which the curriculum for secondary education is based. In this sense, there appears to be no curriculum continuity but rather a hasty break, which some first year secondary students seem to experience as too abrupt. Likely due to the change in teaching and learning focus, most of the students in this research did not perceive secondary English lessons as a mere repetition of the work they had already covered in primary education. Furthermore, at least at this very early stage in the transition process, students' comments in relation to how they were not too conscious of the linguistic structures they were taught in primary education and how being taught grammar explicitly enhanced and made their foreign language learning more efficient suggest that perhaps by the end of primary education the curriculum for the foreign language may not be challenging enough and too little attention may be paid to grammar. In contrast, while there may be too little lesson time devoted to the teaching of grammar by the end of primary education, in secondary there may be a somewhat excessive focus on grammar which is likely detrimental to speaking practice. The following comment from one of the pupils in this research summarizes quite well the current situation in first year secondary English classrooms as described by the participants of this study:

Well, I think that now I am learning better how to write, and this is why I have started private lessons to learn speaking a bit more and like this I practice both; we should do a bit of everything. (S312)

To sum up, it is extremely important that primary and secondary teachers become familiar with the curriculum that pupils have followed in primary and will follow in secondary education. Shared knowledge and an increase in communication would ameliorate many of the current issues and misconceptions and would ensure a smoother transition. Therefore, it is clear that regular contact between primary and secondary education should be improved because as claimed by Gorwood (1991) no national curriculum will solve the problem of continuity between schools because the real problem is lack of communication between teachers. Nonetheless, curricula for the foreign language in primary and secondary education should also be studied in detail in order to detect any possible gaps, inconsistencies or lack of continuity. As mentioned previously, maybe by the end of primary education a greater focus on the teaching of explicit grammar should be included. Another subject for further study is the way editorials interpret curricula, since books appear to be the main tools used by both the primary and secondary teachers in this study, therefore there might be a direct application of each editorial's interpretation of the curricula rather than an application of the actual curricula

itself. Moreover, if the four communication skills are to have equal standing in secondary foreign language classrooms in Catalonia more resources should be devoted to the teaching of foreign languages because of the particular challenges that they pose. In this research, all of the secondary English teachers unanimously suggested that in order to improve the provision of foreign languages in secondary education, and in particular oral practice, more foreign language teaching staff should be employed and pupils should be distributed into 3 different groups according to their English level (*low*, *intermediate* and *high*) with groups of no more than 10 to 15 students.

The broad aim of this project has been to give a voice to both teachers and students so that the issues surrounding the transition from primary to secondary school can be studied and approached from a wide variety of perspectives. While not generalizable to the entire population of students in Catalonia, this variety of experiences and points of view provides valuable insight into both the process of transition and the importance of working collaboratively towards improving the quality of transition from primary to secondary education.

Acknowledgements

I would like to thank several people for their support during the process of writing this MA thesis. First of all, I would like to thank my supervisors, Dr. Carmen Muñoz and Dr. Elsa Tragant, for their unconditional support and also for giving me the opportunity to gain very valuable research experience.

All of the professors and students in the LAALCM program for sharing their knowledge and experience and also for the many friendships I have gained through the course of this MA.

All of the schools and participants in this study for their patience and commitment to this project.

Finally, I would also like to thank my friends and family, especially V.F. and Marc Cooper, whose support has been indispensable.

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Appendix A

School Year 2011/12 - Primary Teacher Interviews

Entrevista Professors de 6è de Primària

Nom i Cognoms:

Horari de Classe:

Materials de l'alumne (llibre de text, workbook)

Section I: about the groups of students

1. T'agrada ensenyar anglès a 6è? Perquè (no)?
2. Com ha anat aquest any amb aquest grup?
3. T'has trobat amb alguna dificultat o problema amb aquest grup aquest curs?
4. Com descriuries les actituds que han tingut els alumnes d'aquest grup vers la classe d'anglès?
5. (Continuing teachers). Has notat algun canvi respecte el curs passat?
6. Quin balanç faries del que han après aquest curs? Fins a quin punt estàs satisfeta o insatisfeta i perquè?
7. En què trobes més diferències individuals en els nens d'aquesta edat?

Section II: about methodology

8. Pots descriure una sessió de classe típica?
9. Quin percentatge de temps utilitzes l'anglès per adreçar-te als alumnes?
Durant la lliçó?
Fora de la classe?
10. En quines situacions utilitzes el català? I l'anglès?
11. Què vareu fer a la darrera classe?
12. Com descriuries com has ensenyat anglès en aquest curs?
13. (If continuing teacher) Ha variat en algo la manera d'ensenyar anglès en aquest grup aquest curs respecte del curs passat.
14. Quin tipus d'activitats heu fet més sovint?
15. Quines activitats trobes que agraden més als alumnes?
16. I menys? (former question 13)

17. Has ensenyat gramàtica de forma explícita aquest curs? Quin tant per cent aproximat hi has dedicat? Com ho has tractat/enfocat?
18. Quin tipus d'exercici de 'writing' heu fet més sovint? Si feu redaccions de quantes línies solen ser? Escriuen a partir d'un model o és una activitat més lliure? S'han fet treballs escrits? Descriure.
19. I el reading. Quin tipus d'exercicis heu fet? Se sol traduir el text? Han fet alguna lectura a banda de les del llibre de text?
20. (If students have workbook). Quin tant per cent aproximat de temps dediqueu al workbook?
21. Amb quina freqüència feu exercicis de 'listening' a classe?
22. Com soleu fer els 'listenings', amb el CD, whiteboard, els fa el mestre directament?
23. Utilitzes algun material a més a més del llibre de text i el workbook?
24. Amb quina freqüència has utilitzat els següents recursos per les classes aquest curs? Has de contestar entre 'molt sovint', 'sovint', 'alguna vegada', 'mai'.
 - CDs
 - DVD
 - Càmera digital
 - Grabadora/MP3
 - Programes d'ordinador. En cas afirmatiu, preguntar quins
 - Internet. En cas afirmatiu, preguntar finalitat
25. Pissarra interactiva. En cas afirmatiu, quin és el seu ús? Com ha modificat la manera de donar les classes? Aquest curs? Quin tant per cent aproximat de temps hi heu dedicat? Quines activitats d' speaking heu fet més sovint? Els alumnes han fet presentacions orals o treballs que s'ha presentat oralment? Descriure.
26. Assenyaies les similituds entre l'anglès i el català a la classe?

Sempre – sovint –de vegades –amb poca freqüència –mai
27. Assenyaies les similituds entre l'anglès i el castellà a la classe?

Sempre – sovint –de vegades –amb poca freqüència –mai
28. Ho fas més o menys en els cursos diferents o de la mateixa manera amb qualsevol curs?
29. Els alumnes mateixos fan associacions entre l'anglès i el català?
30. Recordes alguns exemples?

31. Els alumnes mateixos fan associacions entre l'anglès i el castellà?
32. Recordes alguns exemples?
33. Ho fan different en funció del curs o de manera semblant en tots els cursos?
34. Cada quan diries que feu activitats orals en parelles o petits grups?
35. Els hi poses deures aquest any? Cada quan? Amb quina regularitat?
36. Heu fet alguna activitat especial (algun visita d'algú, sortida, projecte, lector) aquest curs amb el grup de 6è? En què ha consistit? / Com ha anat?
37. Com avalues els alumnes? (Si fan examens escrits, etc.) Com són els tests?
(Comprovar que quedi clar en la resposta com o si avaluen la part de producció oral)

Section III: personal data

38. Quin nivell d'anglès diries que tens actualment?
elemental intermedi –baix intermedi intermedi-alt avançat
39. Has participat en alguna activitat de formació en els darrers tres anys? (esbrinar si l'activitat de formació està o no relacionada amb l'anglès)
40. Com descriuries la feina de donar classes d'anglès al cicle superior de primària?
(needed T can be prompted: Quins adjectius utilitzaries?) PER ACABAR
41. A nivell d'escola hi ha hagut algún canvi aquest curs respecte el curs passat pel que fa l'organització de l'anglès (canvis en la plantilla, etc.)?
42. Algun altre canvi a nivel general d'escola?

Pots descriure individualment els focal learners, com interactuen a la classe d'anglès, l'actitud, el nivell que tenen, etc.?

Appendix B

School Year 2012/13 - Secondary Teacher Interviews

Entrevista Professors 1er E.S.O.

Nom i Cognoms:

Centre:

Edat:

Formació:

Anys d'experiència ensenyant anglès a 1er ESO:

Anys en aquest institut:

Sobre 1ESO

1. Si tens la possibilitat de triar cursos d'un any per l'altre, la teva preferència és donar anglès als alumnes de 1er? Perquè (no)?

2. En general entre el professorat d'anglès, agrada donar classes a alumnes de 1er? Perquè (no)?

3. Creus que les classes d'anglès a primària preparen bé als estudiants per les classes de secundària ?

4. Quines creus que són les diferències més importants entre les classes d'anglès a primària i les de secundària?

- A nivell de metodologia
- A nivell de llibres de text i materials
- A nivell de deures
- A nivell d'avaluació

5. A la classe d'anglès, en què solen ser bons els alumnes de 1er? A on notes que tenen més dificultats/mancances/van més fluixos?

6. I aquest grup en particular?

7. Es noten diferències entre els alumnes que provenen de diferents centres? I concretament quines observacions tens dels alumnes que venen de la nostra escola?

8. Com va xxx? Quin nivell té? Quina actitud té a classe?

Sobre la Transició de Primària a Secundària

9. A nivell del departament d'anglès de l'institut, què es fa per facilitar la transició dels alumnes a 1er? I a nivell individual?

10. Quines accions d'aquestes fas?

Sovint, de vegades, quasi bé mai, mai, no és possible

- a) Agafo còpies del temari/materials/llibres de text que fan servir per ensenyar l'anglès a 6è de primària.

- b) Em trobo amb els professors de 6è de primària dels meus futures alumnes.
- c) Parlo amb els meus alumnes sobre el que han après l'últim any de primària.
- d) A principi de curs informo als meus alumnes en català de com són les classes d'anglès a secundària.
- e) Revisem l'anglès que han après a primària.
- f) Dedico temps a explicar als alumnes les diferències entre aprendre anglès a primària i a secundària.
- g) Visito les escoles de primària per respondre preguntes dels alumnes sobre el pas a secundària.
- h) Convido als nens de l'últim any de primària a que parlin amb els meus alumnes de primer de secundària.

General

11. A nivell de centre, què es fa per facilitar la transició dels alumnes a 1er en general?

12. Quines accions d'aquestes es fan?

Sovint, de vegades, quasi bé mai, mai, no és possible

- a) Els tutors de 6è i de 1r d'ESO es troben per traspasar informació sobre els alumnes i els resultats en anglès.
- b) Es treballa conjuntament amb altres professors per tal de proporcionar suport especial a aquells estudiants que comencen a primer de secundària.
- c) Treballem amb professors d'altres instituts per parlar sobre com donar suport als alumnes de primer.
- d) Rebem visites de pares d'alumnes de sisè de primària que començaran 1er al nostre institut.
- e) Organitzem sessions informatives pels pares on es suggereixen tècniques per ajudar als fills a aprendre durnat la secundària.
- f) Organitzem trobades entre alumnes de 1er i alumnes de cursos superiors.
- g) Fem un seguiment tutorial més continuat a 1ESO que als cursos posteriors.

Final

13. Quines recomanacions faries a la consellera d'ensenyament sobre com millorar la transició dels alumnes de primària a secundària en l'assignatura d'anglès?

14. Quines recomanacions faries a la teva escola?

Appendix C

School Year 2011/12 - 6th Grade Student Interviews

Focal learner motivation interview 2011/12

Nom i cognoms:

Escola:

1. De totes les assignatures que fas aquest curs, què és el que més t'agrada?
Si l'estudiant diu que sí, demanar: Perquè?
Si diu que no, demanar: I l'anglès, t'agrada? Perquè?
2. Quines són les coses que t'agraden més de la classe d'anglès d'aquest curs? Perquè?
3. Hi ha alguna cosa que no t'agradi gaire de la classe d'anglès d'aquest curs? Perquè?
4. Heu après gramàtica aquest any? Com us l'han ensenyat?
5. Quina opinió tens d'haver après anglès i naturals/socials a la vegada. Quan vagis a l'institut t'agradaria més fer anglès normal o fer alguna assignatura en anglès?
6. Si et compares amb altres nens de la classe, com creus que vas en anglès? Millor, pitjor or igual que els altres nens? Com ho notes?
7. Per tu l'anglès d'aquest curs és fàcil o difícil? Perquè?
8. Les classes d'anglès són semblants a les del curs passat? De quina manera?
9. Els teus pares estan contents amb el que aprens d'anglès? Com ho saps?
10. Els teus pares or germans t'ajuden amb l'anglès? Com t'ajuden? Cada quan t'ajuden?
11. Has conegut mai algú que no parli ni castellà ni català? (En cas afirmatiu,) li vas saber dir alguna cosa en anglès? Vas entendre alguna cosa? Com et vas sentir?
12. A casa de vegades sents a parlar en anglès? Per exemple, de la ràdio, la tele, CDs o DVDs? En cas afirmatiu, què escoltes? Cada quan?
13. Tens llibres en anglès a casa? Els utilitzes de vegades? Com?
14. Tens Internet a casa? Quanta estona t'hi connectes diàriament? Fas alguna cosa en anglès? Què?
15. Us posen deures d'anglès aquest any? Cada setmana?
16. Quanta estona hi dediques?
17. Com els fas? Amb temps perquè et surti bé o més aviat depressa per acabar aviat?

18. Si a l'escola heu fet alguna activitat especial (un treball esdrut en anglès, presentacions orals, etc.) quina és la teva opinió?
19. A quin institut vols anar? Tens ganes d'anar a l'institut? Com creus que t'anirà l'anglès el curs que ve a l'institut? Perquè? Com t'imagines que seran les classes d'anglès?

Appendix D

School Year 2012/13 - Secondary Student Interviews

Focal learner transition interview 2012/13

Nom i cognoms:

Data:

Institut:

SECCIÓ 1: GENERAL TRANSICIÓ

1. Ara fa ... mesos que vas començar l'institut, què tal ha anat aquest començament?
2. Has notat molt el canvi de la primària a l'institut? En quin sentit?
3. L'institut és com t'imaginaves o és molt diferent ?
4. Quin record tens de primària? Trobes a faltar alguna cosa ara que estàs a l'institut?
5. Què t'ha ajudat més a fer el canvi a secundària?
6. Hi ha alguna cosa que t'hagués pogut ajudar a fer més fàcil el canvi?

SECCIÓ 2: L'ANGLÈS D'AQUEST CURS

7. De totes les assignatures que fas aquest curs, quina és la que més t'agrada? Per què?
I l'anglès, t'agrada? Per què?
8. Amb quines activitats de les que feu a la classe d'anglès d'aquest curs aprens més?
9. Quines són les coses que t'agraden més de la classe d'anglès d'aquest curs? Per què?
10. Hi ha alguna cosa que no t'agradi gaire de la classe d'anglès d'aquest curs? Per què?
11. T'agrada el/la professora d'anglès que tens aquest curs? Perquè? Explica'm una mica com són les classes.
12. Estàs atent a la classe d'anglès?: (Demana que ho expliqui)
molt, bastant, una mica, poc
13. Participes a la classe d'anglès?: (Demana que ho expliqui)
molt, bastant, una mica, poc
14. Per tu l'anglès d'aquest curs és fàcil o difícil? Perquè?
15. Si et compares amb altres alumnes de la classe, com creus que vas en anglès?
Millor, pitjor or igual que els altres? Com ho notes?

16. T'agradaria fer una segona llengua estrangera si tinguessis la possibilitat?
17. Preferiries fer una llengua estrangera diferent de l'anglès, si poguessis canviar?

SECCIÓ 3: L'ANGLÈS DEL CURS PASSAT

18. Quin record tens de l'anglès que vas fer a primària? Quin nivell creus que tenien les classes?
19. Quines diferències trobes entre les classes d'anglès a Primària i les de 1er d'ESO?
20. Esteu aprenent gramàtica aquest any? Com us l'ensenyen ara? Com us l'ensenyaven a 6è de Primària?
21. Estàs aprenent anglès d'una manera diferent aquest curs?
22. Trobes l'anglès d'aquest curs més difícil, fàcil o igual que el de 6è de Primària? Sabries explicar perquè?

Appendix E

Original Participant Quotations

“L’espontaneïtat i l’entusiasme que tenen els de primer m’encanta, després el perden una miqueta. A primer no tenen tanta vergonya, de fet tots volen participar, de vegades massa i tot”. (SS4, ST5, p.16)

“Són uns cursos molt dinàmics, amb moltes idees, són molt espontanis també, els hi agrada fer de tot, dibuixar, cantar”. (SS6, ST8, p. 16)

“És un curs dur, potser no hi ha problemes de disciplina que puguin haver-hi a un tercer o quart, però són nanos que són pesats en el sentit de *demanding*. Ha d’anar molt lligat amb qüestió d’hàbits d’estudi i clar això costa, esgota bastant”. (SS1, ST1, p. 16)

“Necessiten més el que són les normes molt pautades, no et pots sortir de les normes”. (SS8, ST12, p. 16)

“No és un curs pel que hi hagi competència”. (SS1, ST1, p. 17)

“Molts professors no volen donar primer perquè és esgotador, perquè els has d’estar motivant tota l’estona.”. (SS8, ST11, p. 17)

“O sigui, jo crec que a primària ens hauríem de replantejar el tema de l’anglès, però molt eh, moltíssim, perquè en general els nens de primària tenen un nivell molt baix. Trobo que si ara comencen a tercer, o a primer i segon [de primària], s’hauria de notar molt més aquesta diferència, i no la notes”. (SS8, ST11, p. 17)

“Em trobo de vegades que l’anglès que han fet a primària, no sé si són especialistes o no, però m’he trobat amb *gaps* en el coneixement, fins i tot de vegades tens dificultats en intentar-lo reciclar. Potser a la primària haurien de reforçar el nivell d’anglès del professorat, i sobre tot treballar més la part oral”. (SS6, ST8, p. 17)

“Jo penso que l’aspecte més formal de la llengua, aquí és on segurament els hi costa més, saber posar bé una preposició, un temps verbal, saber que aquí va el *some* i l’ *any*...”. (SS5, ST6, p. 18)

“Quan han de començar a posar en ordre tots els estudis de gramàtica, això els hi costa”. (SS6, ST8, p. 18)

“Llegir molts ho porten fatal. De vegades es posen a llegir i penso ‘pobre’, paraula per paraula van mirant a veure si ho diuen bé”. (SS1, ST2, p. 18)

“[Listenings n’hem fet] moltíssims. Pràcticament cada dia”. (PS2, ST1, p. 18)

“A sisè hem fet una mica el *past simple*, que hem treballat. Però el trimestre passat. Aquest trimestre de llengua no hem fet res”. (PS3, PT2, p. 18).

“Has d’intentar arribar a tothom. I llavors prioritzes el que entenguin això quan abans millor i t’oblides una mica del que és el parlar...”. (SS1, ST2, p. 19)

“Y claro dices, enfoque comunicativo sí, lo que pasa que con 33 niños en un aula es complicado, aquí cualquier intento de empezar un diálogo pregunta-respuesta acaba desembocando en un maremoto, porque tú haces una pregunta, pero esa pregunta se le activa a 33 personas”. (SS6, ST9, p. 20)

“A nivell de metodologia... de fet és que no ho sé si hi ha moltes diferències”. (SS3, ST4, p. 20)

“No tengo ni idea de los libros”. (SS6, ST9, p. 20)

“Jo crec que a primària, penso, que es treballa més la part més lúdica de l'assignatura, o sigui es tracta d'ensenyar més una miqueta fent jugar a l'alumne, a través potser d'històries, de participació, de moure's, de grups, de projectes, i aquí clar és una mica més formal, és un aprenentatge més formal. Primera, perquè són grups ja bastant grans, la possibilitat de mobilitat és mínima, i els llibres són molt intensos de contingut”. (SS5, ST6, p. 20)

“Els llibres són bastant diferents, a primària tenen moltes més colorines, les lletres molt més grosses, hi ha moltes cançons que van incloses en el llibre que són més infantils, fan moltes activitats més lúdiques. Quan comencen a primer es troben amb un llibre serio d'anglès amb coses que passen actualment, notícies, més totxo, més gramàtica”. (SS8, ST11, p. 21).

“En quant a continguts tornes a començar des del principi, més ràpid i un mica més ampliat. Les frases ja són una mica més llargues. Un nen que no hagués fet mai anglès podria aprendre, però hauria d'anar rapidet, perquè per exemple no trobes els colors, però trobes els membres de la família. Però de gramàtica sí que comencem pel principi”. (SS1, ST1, p. 21)

“Però moltes vegades els números no lliguen amb la realitat”. (SS8, ST11, p. 22)

“Però mai hi ha un contacte amb els de la primària, que jo no tinc inconvenient eh? que hi fos, però de vegades és molt relatiu, perquè et diuen que van molt bé i després resulta que no i al revés, et diuen que van molt malament i van bé”. (SS5, ST7, p. 22)

“Una vegada a l'any van varis professors a parlar i a veure com es treballa a les classes [de primària]. A conseqüència d'això algunes assignatures optatives ara es treballa amb projectes, com a primària”. (SS3, ST4, p. 22)

“[Crec que l'any vinent l'anglès] millorarà molt perquè he vist a la meva germana i aprenen moltes més coses que aquí, i les classes per mi seran més difícils però més interessants”. (S601, p. 23)

“Sí i no, sí perquè hem fa il·lusió anar a l'institut, però no per si em posaran més deures o hi haurà més exàmens.” (S614, p. 24)

“[M'imagino les classes d'anglès a secundària] molt més difícils, més aplicades, amb molts més deures, diferents. Jo penso que allà tot serà llibre. No serà tan divertit”. (S213, p. 24)

[M'imagino les classes d'anglès a secundària] molt més difícils perquè ja no farem molts jocs ni res, escriurem més...". (S311, p. 24).

“Bé, bueno primer és una mica nou perquè feien una mica de canya, però ara ja ho he atrapat tot i ja ho veig millor”. (S208, p. 24)

“Ara et fan fer les coses més ràpid i et fan fer més coses en menys temps, però ara ja vaig més ràpid perquè ja m'he acostumat una mica”. (S208, p. 25)

“Una mica millor del que m'imaginava. Me l'imaginava diferent, me l'imaginava com que era més dur i com que estàvem a fer deures i això i ens posaven molts deures”. (S401, p. 25)

“Bé, millor del que m'esperava. Pues pensava que secundària seria molt més complicat, no sé. Però després no és tant complicat, és com un repàs de sisè però més avançat”. (S603, p. 25)

“Perquè a l'escola tot era com una família que et coneixies entre tots i aquí doncs no, és tot molt diferent, hi ha quatre classes, de primer de segon, hi ha molta gent”. (S213, p. 25)

“Ara tinc molta més son. No dormo tant com l'any passat. Comencem abans i tenim moltes classes seguides”. (S212, p. 25)

“Al principi tenia nervis i això, però al final, ara ja ho veig tot normal, com a l'escola però amb més gent”. (S212, p. 25)

“Pues jo m'imaginava que era un lloc molt difícil i que era per molt grans pero és com el cole”. (S312, p. 25)

“Aquí fem molts, molts exercicis i copiem tot, tot, tot, en canvi a l'altra [a primària] tenia un llibre amb preguntes i havies d'anar fent això, però clar no aprenies tant a escriure les paraules i tot”. (S208, p. 26)

“Doncs normalment fem exercicis del llibre, anem seguint el llibre, i a casa hem de fer un altre llibre que és d'exercicis també, que vas seguint. Al dia següent anem corregint a la pissarra els exercicis, també, si hi ha *listenings*, els fem a classe. Però és tot fer els exercicis i corregir”. (S316, p. 26)

“A l'escola ens feien aprendre cançons que després potser no et servien de res, però ara qui estàs aprenent noves paraules que a primària no havies fet i que potser a la llarga et serviran”. (S403, p. 26)

“Allà [a primària] no me n'adonava del que aprenia i aquí sí, que ens avisen del que estem aprenent”. (S510, p. 26)

“Les coses més diferents, o sigui ja no són les típiques tonteries de sisè, o sigui...a secundària són més els verbs, les conjugacions, els pronoms, tot això”. (S603, p. 26)

“Que aquí fem escriure, escriure, i allà escoltàvem més, més exercicis així orals, de parelles i això”. (S316, p. 26)

“[El nivell a primària era] una mica més baix però em continuen agradant les de l’any passat perquè feien molts jocs, també n’apreníem molt”. (S404, p. 26)

“Bueno, a mi el que em passa és que a l’escola no aprenia gaire, en canvi aquí de cop he après molt. Per exemple el verb *to be*, que si no saps això no saps gairebé l’anglès, no ens ho havien ensenyat del tot bé a l’escola, no sé, no havien estat allò un dia ensenyant. Vull dir, he notat molt canvi en poc temps, tot el text que és escrit, per exemple no l’hauria escrit l’any passat”. (S212, p. 27)

“Doncs que l’any passat estàvem tots com més confosos amb les coses que ens explicava però com que aquest any ens ho expliquen i és lo mateix que l’any passat, llavors ja no et dificulta tant”. (S613, p. 27)

“Bueno aquest any lo únic que hi ha més és que han afegit més coses, si per exemple estem fent el *present simple* pues ens expliquen més coses, més extens”. (S411, p. 27)

“Ara el comparo i [el nivell] era molt baix, tots trauríem un deu ara. L’únic que no sapiguessis d’anglès et miraves una mica el llibre una mica abans i ja treies un 10 o un 9.” mai ens sortia a explicar a la pissarra; i aquí sí, és el que fas més”. (S212, p. 27)

“[A secundària] hi ha més nivell i hi ha moltes més coses que tens que aprendre. Allà feies frases senzilles i aquí les has de fer molt complicades”. (S208, p. 27)

“Jo el que crec que ens fa aprendre és quan la mestra ens ho explica i llavors sí que ens fa apuntar els apunts”. (S212, p. 27)

“Per exemple, si són adjectius ens projecta perquè serveixen, la utilitat, ens ho ensenya d’una manera que nosaltres ho entenem”. (S213, p. 28)

“A mi, els exercicis aquests orals i...bueno els *listenings* també m’agraden, perquè escolto com parlen els anglesos”. (S316, p. 28)

“[El que més m’agrada són] els *listenings* i parlar, quan fem activitats orals”. (S411, p.)

“Sempre fem exercicis i que hauríem de fer més coses diferents”. (S312, p. 28)

“[El que menys m’agrada és] que hem de fer molt escrit, molt escrit. No m’agrada fer redaccions”. (S401, p. 28)

“[No m’agrada] quan fem redaccions perquè escriure en anglès per mi és molt complicat”. (S211, p. 28)

“Jo crec que ara estem aprenent més a escriure, llavors per això m’he apuntat a extraescolars per aprendre una mica més a parlar i així puc ajuntar una mica les dos; que hauríem de fer una mica de cada”. (S312, p. 30)