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Challenging native-like English  
idealisation in primary school: a  
study proposal to introduce English  
as a Lingua Franca

**SENIOR THESIS**

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# Abstract

In today's world, globalisation has made an impact on the needs and demands of society. It is now a requirement to find a common way to express ourselves in order to exchange information and build common knowledge. English has gained in its role as a lingua franca (ELF) and is considered now a global language. However, it is through this role that the need to put into practise new perspectives in ELT based on encouraging instruction from authentic learning situations has emerged based on today's reality. The purpose of the following study is to introduce English primary teachers and primary students to English as a lingua franca. Participants will be 5th and 6th grade students (approximately 1350) and their English teachers (approximately 54) of 54 primary schools of Barcelona. The sample will be separated into a control group and two experimental groups, a first where teachers will be participants in the proposed debate and a second where only students will be participants in it. The intervention will be carried out for 1 and a half academic years, in which the experimental groups will be given a teacher guide consisting of information on ELF and activities related to the proposed debates. These debates will be completed in a total of 12 classroom hours. The test will be evaluated with pre and post evaluations concerning both materials created. Analysis will be carried out using ANCOVA. Data analysis will be aimed at determining if the proposed materials raise awareness among English teachers about ELF and its influence in English learning in primary education as well as increment students' self-confidence and motivation levels in English learning and use.

**Key words.** English as a Lingua Franca (ELF), English as a Foreign Language (EFL), English Language Teaching (ELT), native-speaker, globalisation.

# Resum

Avui en dia, la globalització ha tingut un impacte en les necessitats i demandes de la societat. Actualment, és necessari trobar una manera comuna d'expressar-nos per intercanviar informació i construir coneixement comú. L'anglès ha guanyat importància com a llengua franca (ELF) i ara es considera una llengua global. No obstant això, és a través d'aquest rol que ha sorgit la necessitat de posar en pràctica noves perspectives d'ensenyament de l'anglès recolzades en fomentar la instrucció a partir de situacions d'aprenentatge autèntiques, basades en l'actualitat. El propòsit del següent estudi és introduir els mestres d'anglès de primària i els estudiants de primària a l'anglès com a llengua franca. Els participants seran alumnes de 5è i 6è de primària (aproximadament 1350) i els seus mestres d'anglès (aproximadament 54) de 54 escoles de primària de Barcelona. La mostra es dividirà en un grup de control i dos grups experimentals: un primer en què els mestres participaran en el debat proposat i un segon en què només els estudiants participaran. La intervenció es durà a terme durant un any i mig acadèmic, en el qual els grups experimentals rebran una guia per a mestres que contindrà informació sobre ELF i activitats relacionades amb els debats proposats. Aquests debats es completaran en un total de 12 hores. La prova serà avaluada amb avaluacions prèvies i posteriors en relació amb els materials creats. L'anàlisi es realitzarà utilitzant ANCOVA. Amb una anàlisi exhaustiva de les dades, els materials proposats pretenen conscienciar els mestres d'anglès sobre l'ELF i la seva influència en l'aprenentatge de l'anglès en l'educació primària, així com incrementar la confiança en si mateix i els nivells de motivació dels estudiants en l'aprenentatge i ús de l'anglès.

**Paraules clau.** Anglès com a Llengua Franca (ELF), Anglès com a Llengua Estrangera (ALE), Didàctica de la Llengua anglesa, parlant nadiu, globalització.

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# 1. Introduction and material design

In today's world, globalisation has made an impact on the needs and demands of society. It is now a requirement to find a common way to express ourselves in order to exchange information and build common knowledge (Hülmbauer et al., 2008). Influenced by linguistic diversity and multilingualism, many studies (Cogo & Jenkins, 2010; Chung, 2015) agree on the need to have a common world language. At present, due to the tremendous power and strength in economy and politics that the Western countries have shown (Xue & Zuo, 2013), there has been a vast expansion of English which has resulted into being the chosen language to communicate among citizens of different parts of the world and be defined as what is known like lingua franca.

This role has been filled by different languages as years have gone by, but the level of global knowledge and use that English has achieved has never been seen before (Crystal, 2003). **English** is now recognised **as a global language**. Not only it is spoken in countries which have it as their official language or mother tongue, such as Jamaica, Great Britain or The United States, but it has also earned the title of second language in some countries that have taken it as a medium of communication and it has been made a priority in the majority of all countries' foreign-language teaching (Crystal, 2003).

Such a remarkable role has made the English language a must to include in all stages of schooling. Its instruction is now compulsory from the first year of primary school (Caleffi, 2023). Traditionally, English has been taught as a Foreign Language (EFL). Jenkins (2005) describes this form of teaching as a method "whose goal of learning is to be able to interact with native speakers of English, and whose norms are therefore those of English as a Native Language" (p. 9). It is in the majority of public primary education institutes that this subject is being taught by non-native teachers (Caleffi, 2023). Some of these teachers express worry and lack of confidence when teaching it because of insufficient teacher training, as well as having to face challenges such as pronunciation instruction (Caleffi, 2023) due to English not being their first language (L1). Additionally, English is undergoing major changes caused by its role globally. Therefore, most English teachers, especially those not specialised in this subject, are not conscious of the changes. As Caleffi states "this is an aspect that can no longer be ignored by those who are involved in the teaching of English at any level" (2023, p. 202).

In order to lay out the base for the production of curriculum guidelines, syllabuses, textbooks, etc. related to language learning and teaching all around Europe (CEFR, 2020), the Council of Europe produced what is known as the Common European Framework of Reference for Languages (CEFR). Even though this has been meant to serve for all teaching practices concerning English Language Teaching (ELT), there is a mismatch between the practise and the policy exposed in the CEFR. The CEFR (2020) claims:

It should be emphasised that the top level in the CEFR scheme, C2, has no relation whatsoever with what is sometimes referred to as the performance of an idealised “native speaker”, or a “well-educated native speaker” or a “near native speaker”. Such concepts were not taken as a point of reference during the development of the levels or the descriptors (p. 37).

Nevertheless, teachers not only struggle to find ways in which they can promote **authentic learning situations** that differ from the “native speaker” norm found in course books (Cook, 1999), but as Leonard (2018) declares through her research study, educators can also feel pressured and insecure when giving language explanations.

On the other hand, students' needs are often different from what is being taught in the classrooms. Like Ishihara and Taguchi (2018) reveal “instruction built exclusively on inner-circle norms is not culturally relevant to L2 learners whose needs involve interacting with other ELF users in global contexts” (p. 89). If the learning context doesn't align with their needs, students can feel frustrated. What is more, the traditional type of methodologies defined by the role of native speakers, define learners of English in ways that are not real (Krasmsch, 1998, cited by Cook, 1999). This shows a need to provide students with attainable goals that can positively influence them and their motivation to learn the language (Shaaban & Gaith, 2000).

Along with the students and teachers' demands, concerning the linguistic situation, multilingualism and multiculturalism are highly influencing language barriers, causing them to come into contact (see in Hülmbauer et al., 2008; Bayyurt & Dewey, 2020). English is going through changes and it is now used mainly among people with other L1 (Bayyurt & Dewey, 2020). Thereby, it is crucial that teachers are aware of the use of English in situations where the focus is on communication (2020).

In light of the above, the term **English as a Lingua Franca** (ELF) emerges. Jenkins (2005) refers to ELF as “the English that is used as a contact language among speakers who come from different first language and cultural backgrounds” (p. 9). However, it can be considered an umbrella term, since it is understood in many ways. As Jenkins (2015, cited by Bayyurt & Dewey, 2020) explains the complexity in defining the term comes from the constant evolving comprehension of what an ELF interaction is.

Overall, ELF has been expanding over the years, there is now enough research to shed light on some of the pragmatic features of it (Taguchi, 2018). Pronunciation wise, there is a focus on communicating intelligibly as well as centering on efficiency over accuracy in grammatical aspects, like “omitting the third-person singular -s” (Taguchi, 2018, p. 81). But the relevance of this term lies in the contact between people with different linguistic and cultural circumstances (Bayyurt & Dewey, 2020).

Kohn (2014) also illustrates this definition with the five dimensions that support the acquisition of the ELF competence: “awareness, comprehension, production, communicative interaction, and non-native speaker creativity” (2014, p. 2). The author defines each of the dimensions. Awareness supports learners to tolerate different languages and cultures and to explore and assess their communicative interactions. Comprehension is defined as involving students in genuine and meaningful ELF communicative demonstrations. When it comes to production, learners are challenged by changing and aligning their performance to the aspects present in ELF situations outside of the classroom. Comprehension and production lead to communicative interaction, in which students fully use their communicative competence: adapting, identifying and resolving problems and coming up with solutions based on communicative strategies, among others. Finally, in traditional ELT approaches, the focus on native speakers affects “learners’ motivation, comfort and learning success” (2014, p. 4). In this final dimension, learners create their own resources that allow them to adapt, learn and develop.

At present, there is a struggle among teachers to find real and natural ways of encouraging effective communication in class that do not focus entirely on standard language representation settled on “NS” norms (Bayyurt & Dewey, 2020). ELF appears as a support for educators, since it is mainly understood as a communication tool, instead of a variety of language (Nagy, 2016). This resource influences teachers to be aware of the need to teach communication strategies to students in order for them to obtain the ability of being able to express themselves even with limited language knowledge (2016). Moreover, incorporating ELF in ELT appears as a way of revealing the current changes and diversification in language to teachers (Bayyurt, 2016, cited by Dewey & Pineda, 2020).

Following the statement in the CEFR (2020), in the classroom the focus should be on “learning to use the language rather than just learning about the language (as a subject)” (p. 30). Through ELF the learning experience broadens since it is centred in the multiple communication settings where English is used and defines the non-native varieties of the language as possible traits of this new perspective (Cogo & Jenkins, 2010).

One of the main aspects ELF argues against is the **native speaker idealisation**. Many agree that native-like mindset is creating unattainable goals for learners. For example, Cook (1999) states that L2 learners can acquire some proficiency aspects, but they cannot match the cognitive definition of what a native speaker is.

This unattainable goal can cause insecurities and demotivation among students; Cook (1999) affirms:

L2 learners' battle to become native speakers is lost before it has begun. If students are convinced of the benefits of learning and L2 and recognise their unique status as standing between two worlds and two cultures, more students may go on to higher levels of L2 use (p. 204).

Likewise, as Leonard (2018) shows in his study, educators have also been affected by norm-bound beliefs, like "native-speaker", questioning their own validity as teachers and English speakers (p. 21). In addition, ELF speakers are not considered merely learners striving to conform to native speaker norms but primarily users of the language. Therefore, it is not formal correctness that is the main aim of ELT, but functional effectiveness (Hülmbauer et al., 2008).

Moreover, as has been mentioned previously, the material used in the classrooms is mostly based on the native ideal and on traditional perspectives of the language in preference over ELF (Cook, 1999). By integrating ELF in the curriculum used in primary schools, some of the positive consequences for language teaching, mentioned by Cook (1999), would involve establishing goals suitable for L2 learners and integrating real-life situations where English can be used. Instead of mirroring native speaker aspects, as the author defines as "the world beyond the classroom" (p. 198). The focus is on its use based on students' demands.

When focusing on **teaching**, it is crucial to understand a successful learning experience as something that goes hand in hand with teaching. In order for teaching to be victorious, educators need to perceive and acknowledge learners' needs (Sifakis, 2021). Being aware in the classroom is highly important for English teachers, involving reflexivity aspects such as: "What do I consider 'proper' English? How do I see myself/my role as a teacher? as a user of English?" (Sifakis, 2021, p. 134).

Hussin et al (2000) comment on one of the problems that many English teachers go through in the classroom, "how to encourage genuine interest among students to continue to learn and use the English language once the examinations are over" (p. 1). Like the authors explain, there needs to be a balance between the normalised examinations and the authentic language skills required on a day to day basis (2000). In language teaching, as Cook (1999) declares, the emphasis should be "on the students as a potential and actual L2 user" (p. 196). Some of the aspects commented on include

settling appropriate objectives for learners, including more familiar situations in which they use the language and acknowledging students' needs and demands (1999).

ELF-aware teachers are described as understanding that English learners are ELF users. ELF is not a variation of English that can be taught, and that it needs to be integrated in the EFL teaching (Sifakis, 2021). Other authors (see Bayyurt & Dewey, 2020) agree that with the aim to expose more ELT to ELF, ELF should be integrated in the education curriculum used by the teachers.

But, how can ELF be united in ELT if there are still no representations of a **teaching method** solely based on ELF? As Swan (2017) explains, an ELF programme should be centred in both input and output, determining what aspects are predominant in English learning and what rules of native speaking could be disregarded. In addition to that, as Jenkins states (2006, cited by Swan, 2017) "ELF research is concerned not to offer us alternative teaching models, but to establish what it is not necessary to teach for effective international communication" (p. 4).

Another aspect to keep in mind when including ELF in the classroom is **the use of the students' first language (L1)**. Like it is explained by Cenoz and Gorter (2013), in the educational context there is an exclusion of the L1 when teaching a second and foreign language. Not only are there harder boundaries among languages, but it is also expected from teachers to avoid using and referring to other languages when teaching English (Cenoz & Gorter, 2013). This is associated with the aim of achieving the native-like ability concerning the language (2013).

However, this teaching perspective is not specified in the CEFR (2020). The document states and defends the need to use the known languages in order to learn and empathise with other speakers in different situations, to experience with different types of expression and additionally to "accelerate subsequent learning in the linguistic and cultural areas" (CEFR, 2020, p. 27). This plurilingual competence is also defended in other studies. Like Cook (1999) mentions "during language processing, multicompetent language users have the L1 constantly available to them" (p. 192).

ELF is conceived as a contact language, which consequently means that it is evolving within a multilingual context (Hülmbauer et al., 2008). Whereas using L1, as it has been stated previously, is seen as something to avoid in a wide variety of cases, this new term defends linguistic influence on English, promoting understanding of how different cultures impact communication and raising awareness of the importance of using strategies, such as adjusting the language (2008). Therefore, what is normally seen in a negative connotation as "errors or deficiencies" (2008, p. 29), in ELF is perceived as something habitual in intercultural situations. The writers add that the focus is on the process and intelligibility, rather than acquiring a certain level of competency.



Through the same way ELF students develop both plurilingual and pluricultural competencies, this new perception towards English learning and teaching allows learners to come into contact with the **intercultural competence**. Citing the current Catalan curricula, integrity and holistic language perspective are two traits present in English teaching. As it is stated, English teaching should be aimed as a progressive learning process, essential to acknowledge and understand other cultures in order to grow socially and as individuals (Currículum Educació Primària, 2022). Like it has been mentioned previously, ELF allows a communicative centred approach to English language learning. Understanding the cultural background of English learners during an interaction is key when communicating (Carrasco & Randall, 2023). These interactions can be defined by interconnectedness (Hulmbauer, 2008). Through intercultural communication speakers develop an interpersonal sensitivity that allows them to be lingua-culturally aware, to be open-minded and to adopt certain linguistic strategies to facilitate communication (2008). What's more, based on the findings conducted in the research done by Cogo and Jenkins (2010), students who experienced ELF became aware of the "communicative advantages over standard native English and of the advantages in ELF communication of non-native over native English speakers" (p. 289).

In this day and age, language teaching has taken a turn. It is now approached from a functional perspective, focusing on learners' communicative needs (Nagy, 2016). The information presented above has only mentioned some of the benefits that can bring ELF awareness in the primary education classroom. English teaching should reflect the actual reality of the language and therefore, it should be taken into account that even though some students will be using English with native speakers, the majority of them will be using English in an ELF context (2016). By giving relevance to teaching methods and dynamics that improve the skills related to communication in students, like in small-group discussions or doing students' interviews, English teaching and learning can become an opportunity to foster language competence through active learning and use English more effectively (2016).

There has been a large amount of research on ELF, its effect on the current situation of ELT in the classrooms and the possible replacement of EFL when teaching the language (2016). In order to evaluate the relevance of ELF awareness in the school context so as to keep working on a better state of 5th and 6th grade students' motivation and self-vision in the language learning process, a high-quality, empirically-founded outline for a debate and an accompanying guide has been designed in the following proposed study.

## 1.1. Creation objectives debates

1. To significantly increase 5th and 6th grade students' self-confidence levels in learning English<sup>1</sup>.
2. To remarkably increment 5th and 6th grade students' motivation levels to learn English<sup>2</sup>.
3. To redirect primary teachers and 5th and 6th grade students' ideas concerning the "native-like" idealisation in English learning and create a more positive image of multicompetent language learners<sup>3</sup>.
4. To encourage 5th and 6th grade students to reflect critically on English as a lingua franca and its influence on today's society<sup>4</sup>.

## 1.2. Creation objectives guide for teachers<sup>5</sup>

1. To support primary teachers with a guide aimed to create awareness about ELF and its influence in English learning in primary education.
2. To provide primary teachers with guidelines on how to control a series of debates regarding topics related to ELF with 5th and 6th grade students.
3. To recognise the impact and benefits communicative competent English learners can have on the process of teaching and learning the language.

## 2. Material and intervention design - Debates

When it comes to learning and using English, there is a demand for functional activities in which students can develop key skills of the language. Debating is an inspiring method for students to participate, discuss, defend their views and ideas and justify their answers while also managing research on the topics chosen (Alasmari and Salahuddin, 2013).

In this type of dynamic, learners put into practise their presentation skills as well as their overall language abilities, such as reading and listening (2013). In addition, debates allow teachers to bring "current issues and concepts" (2013, p. 148) that can be interesting to discuss in the classroom.

As stated by Stewart (2003, cited by Alasmari and Salahuddin, 2013) debating can be a preferred activity by students lacking motivation and described as quiet and reserved.

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<sup>1</sup> Measured by an adaptation of Gardner, 2004 (see Appendix C.1)

<sup>2</sup> Measured by an adaptation of Gardner, 2004 (see Appendix C.2)

<sup>3</sup> Measured by Kennedy, 2009, evaluation charts(see Appendix C.3)

<sup>4</sup> Measured by a proposed journal (see operational variables, p. 21)

<sup>5</sup> Measured by the variables set (see Appendix C.4)

**Table 1. Debates' structure.**

Topic	Debate statement	Justification
Per què anglès?	Avui en dia, l'anglès és la llengua més important	English is now recognised as a global language. Not only it is spoken in countries which have it as their official language or mother tongue, such as Great Britain or The United States, but it has also earned the title of second language in some countries that have taken it as a medium of communication and it has been made a priority in the majority of all countries' foreign-language teaching (Crystal, 2003). In addition, in some parts of Europe English is already considered more as a basic skill than a foreign language (ET, 2020).
Com aprenem/ensenyem?	Una persona només aprèn a parlar en anglès estudiant vocabulari i gramàtica	ELF involves a change in ELT perspective. Cook (1999) mentions some of the positive outlooks ELF would bring to the world of English: establishing goals suitable for L2 learners and integrating real-life situations where English can be used. Instead of mirroring native speaker aspects, like the author defines

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as “the world beyond the classroom” (p. 198), the focus is on its use based on students' demands. When focusing on teaching, it is crucial to understand a successful learning experience as something that goes hand in hand with teaching. In order for teaching to be victorious, educators need to perceive and acknowledge learners' needs (Sifakis, 2021).

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Sono com... un natiu/-va?      Tenir accent al parlar no vol dir  
que la persona tingui un baix  
nivell d'anglès

Many agree that the native-like mindset is creating unattainable goals for learners. For instance, Cook (1999) states that L2 learners can acquire some proficiency aspects, but they cannot match the cognitive definition of what a native speaker is. This stated model has covered the distinguishing essence of learners (Leonard, 2018). Even though a need for a reference model is quite clear in ELT, the methodologies used in the classrooms have been defining learners as something they are not and which might not ever

		be (Kramersch, 1998, cited by Leonard, 2018).
L1, L2 o anglès	Si utilitzem la nostra L1/L2 a classe d'anglès, no estarem aprenent correctament la llengua	ELF has emerged as a consequence of globalisation and intercultural exchange, accordingly it evolves within a multicultural context (Hülmbauer et al., 2008). Features such as code-switching and the use of L1/L2, are not conceived negatively, but positively as they are used as a consequence of a need to communicate (2008).
Comunicació	És més important entendre als altres i que ens entenguin, que utilitzar la gramàtica i el vocabulari adequat	In ELF, learners are seen as “users of the language”, therefore it is not correctness related to native-speaker norms that is the main aim when teaching and learning, but functionality (Hülmbauer et al., 2008).
		ELF has a high component of communication competence in its nature (Nagy, 2016). Characterised by its dynamism in terms of unwritten norms

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L'anglès com a llengua franca

Utilitzar i aprendre l'anglès  
implica altres espais que  
només l'escola

followed by its speakers, the author defends that “ELF should be regarded primarily as a communication tool” (2016, p. 160). Language teaching and learning should be addressed through functionality using interactive activities such as: “role-play”, “listening and watching everyday conversations” and “small-group discussions” (2016, p. 163).

The proposed debates carried out during the intervention will be done in Catalan for a wider and more inclusive approach in the classroom.

## 3. Methodology

### 3.1. Proposed sample

#### 3.1.2 Participants

For the present proposal study and in order to ensure an actual and adequate representation of ELT in the primary grades classrooms, 54 primary schools from Barcelona have been selected considering their socioeconomic status and ownership according to the Spanish and Catalan education system: public, state-founded and private. Socioeconomic status will be measured according to a territorial neighbourhood distribution of family income (Ajuntament de Barcelona, 2000-2017). Considering 100 as the average family income of Barcelona in those years, numbers below 100 will be considered “low”, numbers in between 100 and 150 will be considered “medium” and figures from 150 above will be considered “high”.

Participants will be 5th and 6th grade students and primary English teachers from the grades specified previously.

Three study groups will be taken into consideration, there will be a control group and two experimental groups. Both experimental groups will be given the guide and the outline of the selected debate following the calendar exposed in the data collection proposal (see Table 5). Each group: Experimental 1, experimental 2 and control will be formed by 18 schools with 1 English teacher per each school and the varied number of students per class.

**Table 2. Sample schools that will participate in the study as control group.**

Socioeconomic status	School name and type
Low	Escola C. (public)
	Escola A.G. (public)
	Escola L.F.M (public)
	Escola B. (public)
	Escola B.V (public)
	Escola M.D.C (public)
Medium	Escola G. (public)
	Escola F.S. (public)
	Escola T. (public)
	FEP M. D. R. (state-funded/private)
	Escola M. (state-funded/private)
	Escola G. (state-funded/private)
High	Escola P.F. (public)
	S.D. (state-funded/private)
	F.M.T.E. (state-funded/private)
	E.D. (state-funded/private)
	Escola D.M.S. (state-funded/private)
	Escola O. (public)

**Table 3. Sample schools that will participate in the study as experimental group 1.**

Socioeconomic status	School name and type
Low	C.P. (state-funded/private)
	Escola L.V. (public)
	J.T. (state-funded/private)
	Escola P.C. (public)
	Escola B. (public)
	Escola G. (private)
Medium	Escola V. (state-funded/private)
	R.E. (state-funded/private)
	A.A.M. (state-funded/private)
	Escola D. (public)
	Escola A. (public)
	Escola M. (public)
High	J.S.S.I. (state-funded/private)
	M. (state-funded/private)
	A.E.E. (private)
	S.P. (private)
	L. (state-funded/private)
	Escola T. (public)



**Table 4. Sample schools that will participate in the study as experimental group 2.**

Socioeconomic status	School name and type
Low	S.J.B. (public)
	Escola C. (public)
	V.A.B. (state-funded/private)
	Escola P.S.A. (state-funded/private)
	Escola M.N. (public)
Medium	L.S.H. (state-funded/private)
	Escola U. (public)
	Escola B. (public)
	Escola F. (public)
	C. (state-funded/private)
	Escola B. (public)
High	Escola P.D. (public)
	Escola P.B. (state-funded/private)
	Escola A. (state-funded/private)
	S.P.S. (private)
	A.O. (state-funded/private)
Escola T. (state-funded/private)	
M.C.E. (state-funded/private)	

### 3.2. Study design

In order to observe and measure the dependent variables stated below, a fictitious study is proposed to be carried out with a control group, in which students and teachers will maintain the same type of dynamics and approaches to teaching and learning English and two experimental groups. The first experimental group will be given the debate topics and the guide for teachers, but students will be

the only participants in the debate. Whereas in the second experimental group, apart from the material given, teachers will also be participants in the debate.

### *3.2.1 Independent variables*

The independent variables set in this study design are the teachers' guide and the series of the debates on ELF (see in Appendix A and B).

### *3.2.2 Dependent variables*

#### *3.2.2.1 Dependent variables for students*

**Self-confidence.** This is the students' trait that reflects their trust in their own abilities in English. It also makes reference to their feelings towards using the language in different situations. This variable will be measured following an Attitude/Motivation Test Battery (Gardner, 2004). This test presents a number of statements in which participants need to circle their level of agreement, from "Strongly Disagree" to "Strongly Agree". Some of the statements produced by Gardner (2004) have been used and others have been adapted to the study (see in Appendix C.1), for example "I never feel quite sure of myself when I am speaking in our English class" and "I tend to give up and not pay attention when I don't understand my English teacher's explanation of something". The following statements have been utilised in the survey: 4, 11, 16, 23, 36, 44, 60, 61, 67, 75, 93 and 98. The statements 19 and 84 have been adapted to: "I feel prepared whenever I have to speak English: I know how to structure the sentences, I take into account who am I speaking to and what am I talking about, etc" and "I look forward to the time I spend in English class". These changes aim to define a more realistic perspective of learning a language from a view of a primary student, with examples that can facilitate students' comprehension of the form. On the other hand, the affirmation: "Even if I find it difficult, I try to express my thoughts and ideas and contribute when I can in English class" has been originally produced for this form. The form created to measure this variable will be filled by students before and after the debate intervention.

**Motivation.** This is the students' disposition that reflects their stimulation and motive to learn English. This variable will also be measured following the Attitude/Motivation Test Battery (Gardner, 2004) and questions adapted to the study (see in Appendix C.2). The second part of the test offers a questionnaire in which students are asked to rate 12 statements considering their feelings towards it. The scale is determined by: "weak to strong", "unfavourable to favourable" and "very low to very high". However, it has been adapted following the scale of 1 to 5, measured by "really low" to "really

high". The higher each statement is rated, the more the student's incentive and desire to learn and use the target language. Some examples of the survey are: "My interest in learning foreign languages is", "My attitude toward the activities and dynamics done in English class is" and "My main motivation in English is to achieve a specific level (Cambridge: A2, B1, B2, C1, C2)". In addition to the affirmations extracted from the test, the statement: "My motivation to learn English in order to communicate with people whose first language is different from mine is..." has been originally created and used in the survey. This allows the test not only to measure students' motivation to communicate with English speaking people, but also with others whose L1 is different from theirs and from the English language. Furthermore, the statement concerning learning English for practical purposes has also been modified, this can be seen in "My motivation to learn English for practical purposes (e.g. travelling, exchange trips, helping tourists, etc) is...". Instead of using the examples provided in the test, other examples more familiar and common to students have been used. The affirmations related to feelings, 10 and 8 in Gardner's test, as well as the statement 4, have been eliminated because they are related or already appear in the self-confidence survey. There has also been an addition written as: "I feel motivated to learn English because of extraneous matters at school and in my family (like social media, films and series in original version, etc)". This statement relates the globality of English to students' motivation to learn the language. Lastly, the form created to measure this variable will be filled by students before and after the debate intervention.

**Knowledge perception.** This refers to the possible change of students' understanding before and after each of the eight class debates. This variable will be self-measured by the students. Each of them will be given a worksheet (see in Appendix C.3) with a chart based on the table used in the research done by Kennedy (2009). In the figure participants are asked to mark their knowledge changes or maintenance before and after each debate. The knowledge measurements are adapted from the cited chart, following a new scale of: "no", "a little bit" and "yes".

**View perception.** This variable makes allusion to the students' self-perception on their view on the introductory topic statements before and after each debate. Citing the study explained previously, this variable will be measured through one of the charts used by Kennedy (2009). In the table (see in Appendix C.3) students are asked to sign their views on each debate before and after the debate. The perception measurement follows the scale of: "disagree", "neutral" and "agree".

### *3.2.2.2 Dependent variables for teachers*

**Awareness.** This variable refers to the teachers' perception of the potential impact ELF has on ELT and their understanding of the developments of English in a globalised society. In order to assess this

variable, an abridged questionnaire created by Dewey and Pineda (2020) will be used. The form measures teachers' Priorities for Language Teaching. However, this form will be retitled and used to measure awareness (see in Appendix C). From the ten statements extracted from the form, the second one written as: "NNESTs should promote a SUE model for their learners" is adapted into: "NNESTs should promote a communicative model for their learners". This adaptation is due to avoid a more general term and allows a more specific and characteristic trait of ELF. In the survey, teachers are asked to reflect on their own pedagogic approach and state their agreement or disagreement with a set of ten statements using a scale from 0 = strongly disagree; to 5 = strongly agree. For example "The students L1 and sociocultural identity are resources that can enrich English" and "Teachers should encourage students to experiment with new language forms to communicate meaning". Additionally, at the end of the questionnaire there is a blank space in which teachers can also indicate other priorities not mentioned in the form, but that they believe to be relevant.

### *3.2.3 Extraneous variables*

There are some variables that can affect the relationship between the independent and dependent variables exposed.

#### *3.2.3.1 Quantitative extraneous variables*

**Students background.** This concept applies to the linguistic and cultural background of the students. Considering ELF as a concept based on English communication among non native speakers, it can be the opposite if there are students with English as their L1 or L2 and who have family from English speaking countries, since their use of the language is quite different. This variable is measured in the self-confidence and motivation surveys by the questions: "Do you use English as your L1 or L2 on a day to day basis?" and "Do you have direct contact with native-speakers on a day to day basis (i.e. family, family friends, neighbours, etc)?".

**Number of students.** This variable is related to the number of learners each teacher has in their classroom during the debates. The amount of pupils present in the dynamic can affect the reliability of the results obtained in each debate. The more children that are in the classroom can cause students to have more difficulties attending to the ideas and opinions that each of them have about a topic. This variable is measured in the surveys by the question: "How many students do you have in your classroom?". Teachers are given four answers to choose from: "10 or less", "10-20", "20-30" or "More than 30".

**Teachers' background.** This concept applies to the linguistic and cultural background educators have. In case there are teachers with English as their L1 or L2 and who have family from English speaking countries, their vision and use of the language can be contradictory to some ideas presented in ELF. This variable is measured in the survey by the questions: "Is English used as an L1 or L2 on your day to day basis outside of school?" and "Do you have direct contact with native-speakers on a day to day basis (i.e. partner, family, etc)".

**Teachers' specialisation.** This defines the specialisation in which teachers have obtained their degree. An English specialisation can mean more knowledge in the area of ELT, as well as more awareness and interest towards new and actual methodologies and approaches that can benefit the teaching and learning process. This variable will be measured in the survey by the question: "Is English the specialisation you obtained during your teacher training?".

**Personal life.** This variable refers to the responsibilities and time restraints teachers experience outside of school. The factors measured are: family responsibilities (e.g., young children, older parents in need of care), professional training and potential second jobs outside of the school. These items can determine the time educators spend to go over the guide and prepare the debates. This concept is taken into account in the data collection proposal, since teachers' free time during holidays is respected, but it is also measured in the survey by the question: "Could you state which of the following are time restraints in your availability?". This variable will be measured following a standardised factor score giving one point per each item selected, that will facilitate and allow a more realistic analysis of the data collected.

**Years of experience.** This variable refers to the period of time that teachers have had experience teaching English in Primary Education. The time spent as a professional in the field of ELT and education in general, can be an indicator of a favourable attitude to include a new approach in the classroom and getting training in the area of ELT. On the other hand, it can also be a key point in not being open to new perspectives and dynamics to bring to the classroom. This concept is measured in the survey by the question: "How many years of experience do you have working as a primary teacher?" and "How many years of experience do you have as an ELT teacher in primary education?". The options given as an answer are: "0-5 years", "5-10 years", "10-15 years" or "20 years or more".

**ELF awareness.** This variable refers to possible training and/or experience related to ELF that teachers might have already done. The results obtained in this study can be affected if teachers are already familiarised and aware of ELF. This concept will be measured by the question: "Have you had

any training or experience related to ELF?”. Teachers are given the options of “Yes” and “No” to answer, and those who answer with a “Yes”, are asked to specify which training they have completed.

**Type of school.** This applies to the type of school in which each teacher works. The approaches used in ELT can be more or less open or contrary to the ideals presented in ELF. Additionally, the time and resources given to teachers for their own formative process can be different depending on the centre. Teachers are asked to mark the type of school they work in the survey by the question: “In what type of school do you work at?”. The options given as answers are: “Public school”, “Private/state-funded school” and “Private school”. In addition, there is a question related to the hours devoted to English per week: “How many hours do you devote to English teaching and learning in 5th and 6th grade of primary?”. The possible answers given are: “less than 2 hours”, “in between 2 and 4 hours” or “more than 4h”.

#### *3.2.3.2 Qualitative extraneous variables*

**Students’ ideas.** This variable represents a critical reflection of the possible changes and evolution in students’ ideas regarding the topics presented in the debates. The concept can not be measured the same way as the previous variables, therefore it is defined as a qualitative variable. In order to collect and later on, analyse these ideas, each teacher will have a journal with which all students, in class group, will be encouraged to collect the information textually in one paragraph (approximately 200 words). The writing will be done after each of the debates and it will be written in Catalan.

All the items specified in the variables and appearing in the students’ surveys (see in Appendix C), including the scale, have been translated to Catalan for a wider and more inclusive approach in the classroom.

### **3.3. Study objectives**

#### *3.3.1 Quantitative objectives*

The present study aims:

- To evaluate 5th and 6th grade students’ self confidence levels towards English learning and if it has incremented following the intervention.
- To measure 5th and 6th grade students’ motivation levels towards English learning and if it has increased following the intervention.

- To find out 5th and 6th grade students’ ideas concerning “nativeness” and English learning and if these change following the intervention.
- To determine if the proposed guide increases primary teachers’ awareness in ELF in their pedagogic approach to English teaching.
- To assess the debate as a learning resource in the classroom and if it is successful following the intervention.

### 3.3.2 Qualitative objective

The present study aims:

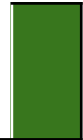
- To identify changes, similarities and the divergences in students’ opinions over the span of 6 debates.

## 3.4. Data collection proposal

In the following table, a proposal for the structure and process of the study is suggested:

**Table 5. Data collection proposal.**

Phases of the study	2024										2025			
	M	A	M	J	J	A	S	O	N	D	J	F	M	A
Teachers’ pre collection data														
Guide presentation and distribution														
Debates in the classroom (students’ forms)														
Students and teachers assessment														
Possible introduction of														



As it is shown in the table, the study will start the months of March and April with the teachers' pre collection data. Teachers' schedules are extremely busy during the last months of the school year, therefore the pre-collection will be done a few months in advance to ensure there is enough time and quality data. During the months of August and September, when teachers are preparing and starting lessons, the guide and thus, the debates dynamic will be presented and distributed to both experimental groups. Further, the debates will be carried out in the classroom during the first term, composed of the months of October, November and December. Throughout the debates' timing, the students' surveys will be handed to the students and filled by them before, during and after the activities. The final assessment will be done in the months of January and February, after the Christmas break. The possibility of introducing the perspective of ELF in the classroom will be reflected by teachers during spring break and implemented in the last term. This would allow a slower and easier ease into ELF for both teachers and students.

### **3.5. Data analysis proposal**

#### *3.5.1 Design*

The study will be following a pre-post design data analysis. Therefore, the Analysis of Covariance (ANCOVA) system will be used. The accuracy of ANCOVA allows a more appropriate approach to the analysis focusing on how the post-test means are different between the control and experiment groups (Grace-Martin, 2013).

Accordingly, the analysis will be implemented before and after the implementation and will compare the three groups stated previously (control, experimental 1 and experimental 2), in which it will evaluate any significant changes in the variables defined.

In addition, open-ended answers will be coded for critical reflection and change in ideas by two independent researchers.



### 3.6. Hypotheses

By the produced debate outline destined to be brought to class through the debates dynamic, the following hypotheses have been proposed.

Hypotheses that correspond to the objectives 1 and 2 of the study:

**H1o:** 5th and 6th grade students' levels of self-confidence and motivation will show no significant increase after participating in the proposed debates.

**H1:** The proposed debates will significantly increase 5th and 6th grade students' levels of self-confidence and motivation to learn English.

Hypotheses that correspond to the objective 3 of the study:

**H2o:** Primary teachers' and 5th and 6th grade students' ideas concerning the "native-like" idealisation in English learning will show no changes after participating in the proposed debate.

**H2:** Primary teachers' and 5th and 6th grade students' ideas concerning the "native-like" idealisation in English learning will notably change<sup>6</sup> after participating in the proposed debate leading to a more positive image of multicompetent language learners.

Hypotheses that correspond to the objective 4 of the study:

**H3o:** 5th and 6th grade students will not be moved by the proposed debates and consequently, will not reflect critically on English as a lingua franca and its influence on today's society.

**H3:** 5th and 6th grade students will reflect critically on English as a lingua franca and its influence on today's society after being encouraged by the proposed debates.

By the production and use of the proposed guide, the following hypotheses have been proposed.

Hypotheses that correspond to the objective 1 of the study:

**H4o:** After the use of the proposed guide, primary teachers' awareness of ELF and its influence in English learning in primary education will show no evolution.

**H4:** The proposed guide will be regarded as a support for primary teachers and will generate awareness among them on ELF and its influence in English learning in primary education.

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<sup>6</sup> Change - likert items (see know.per. On p.19) and a qualitative analysis of journal entries (see stud.id. On p.22)

Hypotheses that correspond to the objective 2 of the study:

**H5o:** The guidelines found in the proposed guide will not serve as support for primary teachers on how to control a series of debates regarding topics related to ELF with 5th and 6th grade students.

**H5:** The proposed guide will provide primary teachers with guidelines on how to control a series of debates regarding topics related to ELF with 5th and 6th grade students.

Hypotheses that correspond to the objective 2 of the study:

**H6o:** The proposed guide will not be a model for the impact and benefits that communicative competent English learners can have on the process of teaching and learning the language.

**H6:** The suggested guide will serve as recognition to the impact and benefits communicative competent English learners can have on the process of teaching and learning the language.

### **3.7. Study limitations and feasibility**

The main aim to achieve with the proposed guide and series of debates is to raise awareness among primary education teachers and students of the existence and relevance of ELF in the process of teaching, learning and using English in the global context in which we currently live. The information gathered in this study proposal has been selected and justified carefully so as to provide a concrete and general introduction to ELF and its implications in a primary education classroom. Nevertheless, it is crucial to be aware of some aspects of the study that can be potential limitations to it.

ELF is a relatively new concept in the ELT world and it can be extremely challenging to change methodologies and ideas that are currently being used and adapted in the classroom. There could be a significant number of teachers who are indoctrinated to the native model. Therefore, this can result in an absence of interest to accept a new perspective and include it as a pedagogical approach in the classroom. On the other hand, there might be a tendency for compliance from teachers based on the demands from the school where they teach. Strict pedagogic practices can reflect in a reticent attitude from educators.

Native-like idealisation can be a negative influence for students too. Were ELF to be accepted pedagogically, students could be learners of ELF during their school years, but as soon as they start their university years and later on their professional lives, the competitiveness and demand on C2 like (proficiency) level would also affect them.

Other aspects beyond scope of this study are the experience students have had with English and ELT in general. Students could show apathy, indifference and even fear, due to past circumstances with the language. Furthermore, students whose first language is already English or whose family is native may not relate to the study and consequently, would not engage as much as the others.

On top of that, parental involvement is a critical point nowadays. A change in students' form of learning may cause backlash, such as complaints or a heightened number of requests asking to reconsider other options or soliciting justification for the changes in the classroom.

Lastly, the study highly depends on teachers' and students' dynamic. The materials proposed can be of great help to some groups from the different control and experimental schools, but they can also be incompatible with the form of teaching and learning of other educators and learners. Finally, connected to this idea, the classroom environment and behaviour can create disruptions which can directly affect the study.

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**Appendix A**  
**Guide: English in the era of globalisation**



**Figure 1. Front cover.**

<https://my.corebook.io/UoaPZYpAnXV9mPRKzrfAsOpftUwruMoK/corebook-overview/introduction?m=5312910>

All sources in the guide are documented in the main text of my senior thesis and in the reference list of this document.

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**Appendix B**  
Debate handout



# Pre-debate and debate dynamics: warm-ups, introduction to ELF topics and debate

## Example of a teacher handout for debate 3

Debating is an inspiring method for students to participate, discuss, defend their views and ideas, justify their answers while also managing research on the topics brought up (Alasmari and Salahuddin, 2013). In this type of dynamic, learners put into practise their **presentation** and **language skills** and it allows teachers to bring **current and interesting topics** to discuss in the classroom (2013).

Additionally, students will put into practise **critical thinking**, which allows them to gain better understanding, open–mindness and credibility, among others, when examining situations (Zare & Othman, 2015).

### **1. Overview**

The following document provides an outline and possible structure to the series of debates presented in the study: “English as a Lingua Franca: a proposal for a globalised approach to English Language Teaching” and that can be found and complemented with the information that can be found in the guide for teachers: “English in the era of globalisation”.

Before introducing the students into a new activity that requires such a high level of participation and activeness in order to be meaningful for the change in the ELT approach, it is crucial to prepare the group with previous activities to the debate so as to establish a safe ground for the interactions and allow learners to familiarise with the topic. Therefore, in this outline, potential pre-debate activities are presented, as well as a general view of the one of the debates, described in the study cited previously, accompanied with its learning outcomes.

### **2. Target group**

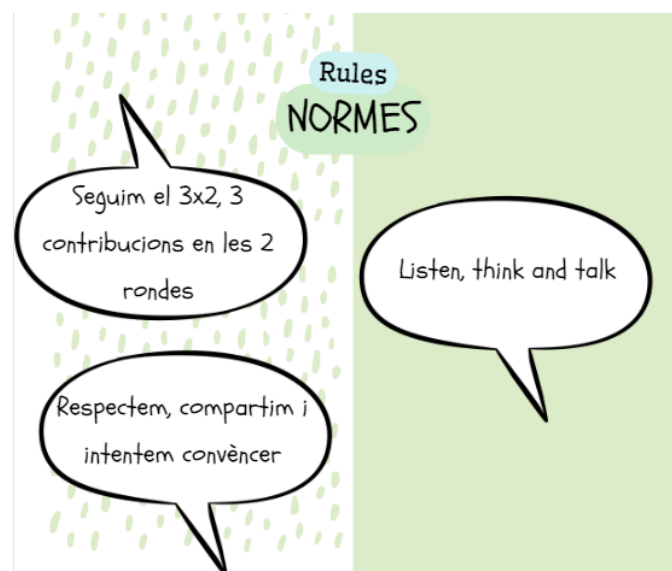
5th and 6th grade students.

### **3. Time established for the full dynamic**

90-120 minutes (including the pre activities leading to the debate).

### **4. Ground rules to be presented before each debate**

1. There will be 2 rounds of the debate. In each round each student has 3 opportunities to speak. This promotes general participation among students, avoiding one direction debate among those students that are more participative or interactive in the classroom and fosters active listening.
2. Structure the dynamic in a circle. This simulates a safer and more comfortable space for students to share and listen to everyone's ideas and opinions.
3. There is no tolerance for any kind of disrespect in the classroom. Students need to understand that a debate is aimed to share points of view and try to convince everyone else that their own opinion is the correct one. Nevertheless, it is not a competition.
4. Listen, think, talk: before rushing into an opinion, the group needs to be aware that a debate has a dynamic. In order to continue the conversation and discussion that starts in a debate, there has to be time to listen and reflect on others' contributions. By doing that, there is a fluency in the interaction and more meaningful inputs.



**Figure 2.** Possible rules' presentation before starting the activities.

There are other rules worth mentioning before starting, thus forbidding interrupting someone when they are talking and using adequate language considering the context they are in. These are expected to be known by students aged 10-11, however, it can be useful to encourage them to come up with a few other norms after presenting the ground rules (see in Figure 1), in order to make sure they are aware of them.

Additionally, other rules can be added to ease the dynamic into the group, such as stating a maximum of time per contribution or indicating an order of participation beforehand.

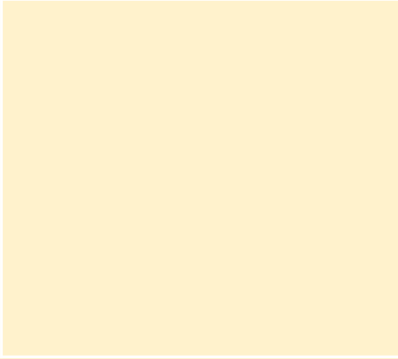
## 5. Warm ups

Before diving into the debate, it is important to make sure the classroom is ready for the dynamic. Debating involves sharing and contrasting opinions, therefore, it is crucial to create a safe and comfortable environment for the students to participate and enjoy the activity.

There will be 3 activities which will prepare the students before the main debate. The topics for the following activities can be content and statements extracted from the guide or ideas based on content that children have already worked on in their English classes and feel comfortable with.

### 5.1 Description

Group class	Take a step forward if...	In this game students are asked to stand on a line and take a step forward only if they agree or they relate with the statement they hear. This active approach allows students to start familiarising with giving out opinions and being aware of different points of view.
Small groups	Make it sound good, make it sound bad	In this dynamic, students will be organised in small groups (approximately 3-4 people). Each group will be given a situation as well as the position they have to support. As the name expresses, students will need to justify for or against it, so make their topic sound good or bad to the rest of the class. This will promote more autonomy among students, an opportunity to develop critical thinking, as well as the practice to justify their own answers.
Pairs	Situation debate	The main debate is thought to be done following different rounds in order to allow and assure all students' participation. This method consists of starting the debate with the group divided in



pairs. This last way of practising will concede students the possibility to try debating on their own. Having only one person with them will be seen as support, but it will also be a strategy to end the introductory dynamics and bring the class into the real debate.

### **Debate number 3**

After the preparatory activities, the group can be seated following a circle structure and can be handed out their knowledge survey (before and after the debate). It is important to remind students about the debate rules as well as what do you expect them to get from the dynamic. When the objectives and basic norms are understood, the statement can be read and the debate can start.

Title→ Sono com-... un natiu/va?

Statement→ Tenir accent no vol dir que la persona tingui un baix nivell d'anglès.

#### **Objectives:**

1. To significantly increase 5th and 6th grade students' self-confidence levels in learning English.
2. To remarkably increment 5th and 6th grade students' motivation levels to learn English.
3. To redirect primary teachers and 5th and 6th grade students' ideas concerning the "native-like" idealisation in English learning to creating a more positive image of multicompetent language learners.
4. To encourage 5th and 6th grade students to reflect critically on English as a lingua franca and its influence on today's society.

#### **Learning outcomes**

Students will be able to...

- Evaluate and construct their own judgements from presented statements related to the topic of English as a Lingua Franca.
- Contrast opinions with their peers in individual and group situations.

- Argue against different ideas and opinions as theirs following ground rules regarding debates in the classroom.

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**Appendix C**  
Instruments for data collection

Appendix C.1. Self-confidence's form for students.

## Confiança en un/-a mateix/-a en l'aprenentatge de l'anglès

### Self-confidence in English learning

Classe i grup: .....

1. Fas ús de l'anglès com a L1 o L2\* en el teu dia a dia?  
Do you use English as your L1 or L2\* on a day to day basis?
  
2. Tens contacte directe amb nadius d'anglès en el teu dia a dia (p.e. Família, amics de família, veïns, etc)?  
Do you have direct contact with native-speakers on a day to day basis (i.e. family, family friends, neighbours, etc)

<b>Q1</b>	No sento cap tipus d'angoixa quan he de respondre una pregunta a classe d'anglès (I don't get anxious when I have to answer a question in my English class)			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

<b>Q2</b>	Em posaria nerviós/-a si hagués de parlar en anglès a un/-a turista (I would get nervous if I had to speak English to a tourist)			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

<b>Q3</b>	Gaire bé mai em sento segur/-a de mi mateix/-a quan parlo anglès a classe (I never feel quite sure of myself when I am speaking in our English class)			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

<b>Q4</b>	<p>Em sento preparat/-da quan he de parlar anglès (p.e. sé quines estructures han de tenir les frases, tinc en compte amb qui parlo i de què parlo, etc)</p> <p>(I feel prepared whenever I have to speak English: I know how to structure the sentences, I take into account who am I speaking to and what am I talking about, etc)</p>			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

<b>Q5</b>	<p>No em preocupo per revisar els deures i els treballs corregits quan me'ls torna el/la mestre/-a d'anglès</p> <p>(I don't bother checking my assignments when I get them back from my English teacher)</p>			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

<b>Q6</b>	<p>Em fa vergonya participar a l'hora de respondre preguntes a classe d'anglès</p> <p>(It embarrasses me to volunteer answers in our English class)</p>			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

<b>Q7</b>	<p>Posposo els deures d'anglès tant com sigui possible</p> <p>(I put off my English homework as much as possible)</p>			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

<b>Q8</b>	<p>Em preocupa que altres companys/-es de classe parlin millor l'anglès que jo</p>			
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	(It worries me that other students in my class seem to speak English better than I do)			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

<b>Q9</b>	Estic perdent l'interès i el desig d'aprendre anglès (I'm losing any desire I ever had to know English)			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

<b>Q10</b>	Acostumo a rendir-me i no parar atenció quan no entenc explicacions que dona el/la mestre/-a d'anglès (I tend to give up and not pay attention when I don't understand my English teacher's explanation of something)			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

<b>Q11</b>	Em sentiria incòmode/-a parlant anglès a un altre lloc que no fos la classe (I would feel uncomfortable speaking English anywhere outside the classroom)			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

<b>Q12</b>	Arribo a classe d'anglès amb ganes i il·lusió (I look forward to the time I spend in English class)			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

<b>Q13</b>	Trobo difícil pensar en positiu sobre les classes d'anglès (I have a hard time thinking of anything positive about my English class)			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

<b>Q14</b>	A vegades em sento intranquil/-a sobre que altres companys/-es es riguin de mi quan parlo anglès (I am sometimes anxious that the other students in class will laugh at me when I speak English)			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

<b>Q15</b>	Encara que em costi, intento expressar les meves idees i contribuir sempre que pugui a les classes d'anglès (Even if I find it difficult, I try to express my thoughts and ideas and contribute when I can in English class)			
1 (totalment en desacord)	2 (desacord)	3 (en algunes ocasions)	4 (d'acord)	5 (totalment d'acord)

Appendix C.2. Motivation's form for students.

## Motivació en l'aprenentatge de l'anglès Motivation in English learning

Classe i grup: .....

1. Fas ús de l'anglès com a L1 o L2\* en el teu dia a dia?

Is English used as an L1 or L2\* on a day to day basis?

2. Tens contacte directe amb nadius d'anglès en el teu dia a dia (p.e. Família, amics de família, veïns, etc)?

Do you have direct contact with native-speakers on a day to day basis (i.e. family, family friends, neighbours, etc)

3. La meva motivació per aprendre anglès per tal de comunicar-me amb persones de parla anglesa és:

*My motivation to learn English in order to communicate with English speaking people is:*

1 (molt baix)	2 (baix)	3 (mitjà)	4 (alt)	5 (molt alt)
------------------	-------------	--------------	------------	-----------------

4. La meva motivació per aprendre anglès per tal de comunicar-me amb persones que parlen una llengua diferent a la meua és:

*My motivation to learn English in order to communicate with people whose first language is different from mine is:*

1 (molt baix)	2 (baix)	3 (mitjà)	4 (alt)	5 (molt alt)
------------------	-------------	--------------	------------	-----------------

5. El meu interès en aprendre llengües estrangeres és:

*My interest in learning foreign languages is:*

1 (molt baix)	2 (baix)	3 (mitjà)	4 (alt)	5 (molt alt)
------------------	-------------	--------------	------------	-----------------

6. La meua actitud envers l'anglès és:

*My attitude towards learning English is:*

1 (molt baix)	2 (baix)	3 (mitjà)	4 (alt)	5 (molt alt)
------------------	-------------	--------------	------------	-----------------

7. La meua actitud cap a el/la meu/-va mestre/-a d'anglès

*My attitude towards my English teacher is:*

1 (molt baix)	2 (baix)	3 (mitjà)	4 (alt)	5 (molt alt)
------------------	-------------	--------------	------------	-----------------

8. La meua actitud cap a les activitats i dinàmiques de classe d'anglès és:

*My attitude toward the activities and dynamics done in English class is:*

1 (molt baix)	2 (baix)	3 (mitjà)	4 (alt)	5 (molt alt)
------------------	-------------	--------------	------------	-----------------

9. La meua motivació principal amb l'anglès és arribar a un nivell determinat (Cambridge: A2, B1, B2, C1, C2)

*My main motivation in English is to achieve a specific level (Cambridge: A2, B1, B2, C1, C2)*

1 (molt baix)	2 (baix)	3 (mitjà)	4 (alt)	5 (molt alt)
------------------	-------------	--------------	------------	-----------------

10. La meua motivació per aprendre anglès per raons pràctiques (p.e. a l'hora de viatjar, fer intercanvis, ajudes puntuals a turistes, etc) és:

*My motivation to learn English for practical purposes (e.g. travelling, exchange trips, helping tourists, etc) is:*

1 (molt baix)	2 (baix)	3 (mitjà)	4 (alt)	5 (molt alt)
------------------	-------------	--------------	------------	-----------------

11. Els meus pares em motiven a aprendre anglès:

*My parents encourage me to learn English:*

1 (molt baix)	2 (baix)	3 (mitjà)	4 (alt)	5 (molt alt)
------------------	-------------	--------------	------------	-----------------

12. Em sento motivat a aprendre anglès per qüestions alienes a l'escola i la família (p.e. Xarxes socials, pel·lícules i sèries en versió original, etc)

*I feel motivated to learn English because of extraneous matters to school and family (like social media, films and series in original version, etc)*

1 (molt baix)	2 (baix)	3 (mitjà)	4 (alt)	5 (molt alt)
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Appendix C.3. Knowledge and view.

ELF Debates

**REFLEXIÓ  
PRE I POST  
DEBATS**

Nom: \_\_\_\_\_

\_\_\_\_\_

El meu coneixement en el tema és...  
My knowledge on the topic is...

	Abans Before			Després After		
	No No	Una mica A little bit	Sí Yes	No No	Una mica A little bit	Sí Yes
1						
2						
3						
4						
5						
6						

Figure 3. Knowledge survey measurement (students' worksheet).

El meu punt de vista en el tema és...  
My view on the topic is...

	Abans Before			Després After		
	Desacord Disagree	Neutre Neutral	Acord Agree	Desacord Disagree	Neutre Neutral	Acord Agree
1						
2						
3						
4						
5						
6						

Espai de reflexió:  
Space for reflection:

Figure 4. View survey measurement (students' worksheet).

**Appendix C.4 Language Teaching Awareness form for teachers.**

## Language Teaching Awareness

Thinking about your own teaching and personal context(s), please answer the following questions before starting the main form.

Is English used as an L1 or L2 on your day to day basis outside of school?

- Yes
- No

Do you have direct contact with native-speakers on a day to day basis (i.e. partner, family, etc)?

- Yes
- No

How many students do you have in your classroom?

- 10 or less
- 10-20
- 20-30
- More than 30

Is English the specialisation you obtained during your teacher training?

- Yes
- No

Could you state which of the following are time restraints in your availability? (multiple choice)

- Family responsibilities (e.g. young children, older parents in need of care)
- Professional training
- Second job

How many years of experience do you have working as a primary teacher?

- 0-5 years
- 5-10 years
- 10-20 years
- 20 years or more

How many years of experience do you have as an ELT teacher in primary education?

- 0-5 years
- 5-10 years
- 10-15 years
- 20 years or more

Have you had any training or experience related to ELF?

- Yes
- No

\*If yes, please specify which:

In what type of school do you work at?

- Public
- Private/State-funded school
- Private

How many hours do you devote to English teaching in 5th and 6th grade of primary?

- Less than 2 hours
- In between 2 and 4 hours
- More than 4 hours

Thinking about your own teaching context(s), please state whether you agree or disagree with the following statements about English Language Teaching. (Please use the following scale from 1 - (strongly disagree) to 5 - (strongly agree).

	1 - Strongly disagree	2 - Disagree	3 - Neither agree nor disagree	4 - Agree	5 - Strongly agree
Non-native teachers should adopt an English as a Native Language variety as their target model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-native teachers should promote a communicative model for their learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students L1 and sociocultural identity are resources that can enrich English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important for learners to use correct language forms when speaking English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers should correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



learners' errors in class because these tend to cause a breakdown in communication					
Teachers should encourage students to experiment with new language forms to communicate meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students' L1 and sociocultural identity lead to negative transfer and can interrupt progress in learning English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing communicative strategies is more important than learning to use correct grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The main target in ELT should be to enable learners to be successful users of English, able to use multiple skills in different contexts while maintaining their sociocultural identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language learners prefer to have a native teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any other priorities not mentioned here which you feel are important? (optional)

